

مدرستي
Madrasati
دفتر تحضير
مادة اللغة الانجليزية
١٤٤٢هـ - ١٤٤١ :للعام الدراسي
الأول ، الثاني ، الثالث :الصف
متوسط.

English preparation







دفتر تحضير

مادة اللغة الإنجليزية

اسم المعلمة: حنان الشهري

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School: تحفيظ القرآن بالنماص

Class: ١- ٢ – ٣ متوسط

Term / Year 1441 - 1442 H .

Objectives of Teaching English in The kingdom

- Develop their intellectual, personal and professional abilities.
- Acquire basic language skills (listening, speaking, reading and writing)in order to communicate with speakers of English language.
- Acquire the linguistic competence necessarily required in various life situations.
- Acquire the linguistic competence required in different professions.
- Develop their awareness of the importance of English as a means of international communication.
- Develop positive attitudes t.

owards learning English.

- Develop the linguistic competence that enables them to be aware of the cultural, economical and social issues of their society in order to contribute in giving solutions.
- Develop the linguistic competence that enables them, in the future, to present and explain the Islamic concepts and issues and participate in spreading Islam.
- Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.
- Benefit from English-speaking nations, in order to enhance the concepts of international cooperation that develop understanding and respect of cultural differences among nations.
- Acquire the linguistic bases that enables them to participate in transferring the scientific and technological advances of other nations to their nation.
- Acquire the linguistic bases that enables them to present and explain Islamic concepts and issues, and participate in the dissemination of Islam

Aims of Teaching English in the Intermediate Stage in KSA

According to the overall syllabus for the three years of the intermediate stage the general aims are:

1. To produce an individual who is able to speak, read, and listen with understanding to simple current English and to write a connected passage of up to half a page about a simple subject or incident.

2. To give pupils who finish three formal education enough knowledge of the language to help them in their vacation.

3. To give pupils who precede to the secondary stage a sound foundation on which to build their future studies.

4. To lay the foundation of knowledge of English so that they acquire sufficient grasp of the language to enable them preach their religion to English speakers and to refute the errors of the enemies of Islam

Lesson Planning Procedure

The effective teacher cannot create a single extra second of the day, any more than anyone can. But the effective teacher certainly controls the way time is used. Effective teachers systematically and carefully plan for productive use of instructional time. One of the primary roles that you will perform as a teacher is that of designer and implementer of instruction. Teachers at every level prepare plans that aid in the organization and delivery of their daily lessons.

The more organized a teacher is, the more effective the teaching, and thus the learning, is. Writing daily lesson plans is a large part of being organized.

The three stages of lesson planning are:

Stage 1: Pre-Lesson Preparation

1. Goals
2. Content
3. Student entry level.

Stage 2: Lesson Planning and Implementation

1. Unit title: Gain Ss. attention
2. Objectives: Explain the unit objectives
3. Content: Provide practice & feedback, have Ss. Work in cooperative pair work or group work
4. Assess Ss. Learning

Lesson Planning Procedure

Stage 3: Post-Lesson Activities

1. Lesson evaluation and revision

One final word, Even teachers who develop highly structured and detailed plans rarely adhere to them in lock-step fashion. Such rigidity would probable hinder, rather than help, the teaching-learning process. The elements of your lesson plan should be thought of as guiding principles to be applied as aids, but not blueprints, to systematic instruction. Precise preparation must allow for flexible delivery. During actual classroom interaction, the instructor needs to make adaptations and to add artistry to each lesson plan and classroom delivery.

Educational Aids







Distribution of the English Language End Term Test Mark

أولا: المرحلة المتوسطة:

التوزيع الكلي لدرجات اللغة الإنجليزية في التعليم عن بعد:

المرحلة المتوسطة-انتظام						
التقويم	الاختبارات القصيرة	أدوات تقويم متنوعة			مجموع أدوات التقييم المتنوعة	الاختبارات النهائية
		المهمات الأدائية	المشاركة الصفية	الواجبات المنزلية		
الدرجة	10	10	10	10	30	10 درجات (10 فقرات كل فقرة درجة فقط)
المجموع	50					

المرحلة المتوسطة -انتساب			
شفهي	التكليفات/المشروعات	تحريري	المجموع
10	20	20 يتم الاختبار مع المنتظمات (من 10) ومن ثم تضرب الدرجة في 2	50

وبناء على المصطلحات الواردة في دليل أدوات القياس والتقويم في التعليم الالكتروني (الإصدار الأول اكتوبر 2020):

الاختبارات الشفوية	هي الاختبارات الذي يوجه فيها معلم المادة الدراسية إلى الطالب **أسئلة شفوية** ويستجيب لها الطالب بإجابات شفوية غير مكتوبة ويكون فيها المعلم والطالب وجهًا لوجه أو افتراضيا، وغالبًا ما تكون فردية.
تكون درجات الشفهي تحدث وليس استماع	

مقترح توزيع درجات الاختبار التحريري التفصيلي لنهاية الفصل:		
Reading Comprehension	3	تتسم بالوضوح والاختصار وتكون unseen
Grammar	4	شمولية الأسئلة لوحدات المقرر بشكل متوازن مع مراعاة التنوع وألا تحتمل أكثر من معنى وتكون عدد الخيارات 3 للاختيار من متعدد (زمن الاختبار 20 دقيقة)
Vocabulary	3	
Total marks	10	

Intermediate Stage.

توزيع درجات المواد الدراسية للتعليم عن بعد «المرحلة المتوسطة»

المرحلة المتوسطة:

المرحلة الدراسية	أعمال السنة				الاختبار النهائي
	المهام الأدائية	المشاركة الصفية	الواجبات المنزلية	اختبارات قصيرة	
جميع صفوف المرحلة المتوسطة	١٠	١٠	١٠	١٠	١٠
المجموع	٤٠				٥٠

Effective Strategies for Teaching English



Structure	Brief Description	Potential Uses	Visual
Stand-N-Share	Selected member shares one idea from list – others either √ or add to own lists	Reporting out from previously generated lists or completed worksheets	
StandUp-HandUp-PairUp	A way to mix and match students randomly – each raises hand and high-five's another	Can mix up group for structures like rally robin, timed pair share, etc.	
Talking Chips	Each has "chip" – when one speaks, s/he lays down "chip" and can't speak again until all others have	Predictions, interpretations, conclusion, solutions, discussion when each person's ideas are essential; teambuilder, can limit by # of rounds	
Timed Pair Share	Teacher poses question and gives time limit for "A" and time limit for "B" to answer	Brief discussions; examples of concepts; lecture break and review	

Effective Strategies for Teaching English



Structure	Brief Description	Potential Uses	Visual
Single R. Robin	Each student adds to discussion/list ONCE around	Opinion questions; review of lecture points	
Timed R. Robin	Each student adds to discussion/list ONCE around, with time limit	Opinion questions when under time constraint; lecture breaks/reviews	
Round Table Variations	Table=writing		
Continuous R. Table	Each adds own idea to one list - around many times	Single list brainstorm to use later; math equations that follow a certain rule; parts of speech; conjugated verbs	
R. Table Consensus	Each suggests an idea out loud, but only writes after others ok idea – rotate list around table	List or brainstorm that requires accuracy or agreement	
Simultaneous R. Table	Four different lists; each adds own idea to each list; can go around once or many times	Efficient brainstorming on multiple topics or types of math/grammar problems	
Single R. Table	Each adds one idea to list (once around)	Illustration of concept; problem or solution; revision ideas	
Showdown	Captain role rotates; each answers question on board; showdown to discuss answers – can provide correct answers somewhere	Review of either short or longer, but right/wrong answers; in lieu of worksheet	
Spend-A-Buck	Give equal “bucks” to each to spend as a vote – can use none, some, or all on choice(s)	Team decision-making; ethics questions; team project	

Effective Strategies for Teaching English



Structure	Brief Description	Potential Uses	Visual
Carousel Feedback	Rotation viewing of team projects/ feedback form	Midway point or finished project sharing; different parts of essays	
Fan-N-Pick	Question cards drawn, answered, coached, praised (each person rotates job)	Thinking questions; review of readings; teambuilding	
Find Someone Who	Any worksheet-search for others who know answer = study guide to take home	Content review; reading check; classbuilding	
Find the Fiction	2 true, 1 false statementteammates find false (can also use A, B, C, D options and find the true)	Finding main ideas, correct/incorrect equations/proofs, labeling maps; teambuilding	
Inside-Outside Circle	2 concentric circles – teacher asks all or students have question cards – guided rotation – can build in social skills	Social skills; classbuilding; concept review; debate; vocabulary; checking homework	
Numbered Heads Together	Game on computer is option; teacher asks question; all answer on boards; all confer; come up with group answer (can give problem w/ same steps different answer here)	Grammar; math problems; any concrete answers; steps to solving; teambuilding; ANY time in lesson-could be one question long!	

استراتيجيات التدريس الفعالة

م	الاستراتيجية	التوضيح
١	**Power Teaching** التعلم باستخدام أجزاء المخ	-الخطوات الواجب اتباعها: **قانون "المرآة "**(Mirror) أنت تقول: "المرآة" والطلاب يستجيبون: "المرآة". وبعد ذلك يرفعون أيديهم على استعداد لتقليد الإيماءات و الحركات الخاصة بك. بينما الطالب يقلد الحركات الخاصة بك، فإن منطقة الذاكرة في الدماغ, تعمل تلقائيا. -" **علم " / " حسنا "** (Teach/Yes) هذا الأسلوب يساعد الطلاب في اشراك جميع الحواس كالنظر, الكلام والسمع مع التطبيق الفعلي .حيث يطلب المعلم كل طاب ان يعلم زميله في فريق المزاوجة. -" **تحويل** "(Switch) يستخدم لتعليم الطلاب كثيري الكلام الإنصات للأخرين والعكس صحيح بحيث يتعلم الطلاب القليلي الكلام المشاركة. - هناك خمسة قوانين تتبع في داخل الفصل الدراسي: (اتبع التوجيهات بسرعة -ارفع يدك للحصول على اذن للتحدث.- ارفع يدك للحصول على إذن لمغادرة مقعدك- فلتكن خياراتك ذكية - اجعل معلمك العزيز سعيد بأدائك)
٢	**Role Play** لعب الأدوار	يطلب المعلم من الطلاب أن يقوموا بعمل مشهد تمثيلي / لعب ادوار بما يتناسب مع مفاهيم وافكار الدرس. مثلا: دور طبيب يتحدث لمريضه
٣	**Round Robin** التعاقب الحلقي	١. يطرح المعلم سؤالا. ٢. يخصص المعلم وقتا للتفكير . ٣. يبدأ الطلاب كفريق او مجموعات بالمشاركة بالدور وكل هذا يتم **لفظيا** بدون كتابة او استخدام ورق.
٤	**Stand N Share** قف وشارك	١. يقف جميع الطلاب مع القائمة الخاصة بهم كمجموعة. ٢. يدعو المعلم طالبا واحدا من المجموعة للمشاركة. ٣. يقوم الطلاب الآخرون بإضافة العناصر المشتركة لقائمتهم إذا لم تكن لديهم، أو التحقق من صحتها ٤. يجلس الطلاب عندما ينتهون من مشاركة نقاطهم ليبدؤا بتدوين مشاركات اخرى جديدة على قائمتهم. ٥. عندما يجلس كل الطلاب، تكون قف وشارك انتهت
٥	**Rally Table** التعاقب الثنائي	١. المعلم يعلن الموضوع. ٢- يعطي المعلم الطلاب وقتا للتفكير. ٣- في فريق ثنائي ، الشريك A يكتب جوابا على هذا الموضوع ثم يمرر الورقة والقلم للشريك B. ٤- الشريك B يكتب ويمررها مرة اخرى إلى شريك A. ٥- خطوات ٣ و ٤ تستمر حتى يطلب المعلم من الجميع التوقف. ٦- يقوم كل زوج من الطلاب بمقارنة معلوماتهم مع بقية الأزواج
٦	**Using Songs** الأناشيد	تساعد الأناشيد الطلاب وخاصة المتعلمين الصغار على تحسين مهارات الاستماع والنطق. يمكن أيضا أن تكون أدوات مفيدة في تعلم المفردات، وتركيب الجمل، وأنماط الجمل. ولعل أكبر فائدة لاستخدام الأناشيد في الفصول الدراسية هي أنها يمكن أن تكون ممتعة. يرجى استخدام ما يدعم الدرس ويتوافق مع قيمنا الإسلامية.
٧	**Fan N Pick** الاختيار من مروحة	يتلقى كل فريق مجموعة من البطاقات السؤال: ١- الطالب رقم ١ يحمل بطاقات السؤال في مروحة ويقول: "اختر بطاقة، أي بطاقة!" ٢- الطالب رقم ٢ يختار بطاقة، يقرأ السؤال بصوت عال ويتيح ٥ ثوان من التفكير. ٣- الطالب رقم ٣ يجيب على السؤال. ٤-طالب رقم ٤ يعيد صياغه [يقول في الكلمات الخاصة] ويشيد بالإجابة او يدرب عليها. ٥- يتبادل الطلاب الأدوار مع كل جولة جديدة ويعيدون نفس الخطوات.
٨	**Turn and Talk** استدر وناقش	المعلم يسأل سؤالا أو يسند مهمة. دور الطلاب: يعمل الطلاب في فرق ثنائية و يقابلوا بعضهم وجها لوجه ويبدؤا بالحديث. ثم، ينادي المعلم بالوقت ويطلب منهم التبديل.
٩	**Turn & List** استدر وعدد	دور المعلم: المعلم يسأل سؤالا أو يسند مهمة. دور الطالب: - يكون الطلاب ازواج ويقابلوا بعضهم وجها لوجه ويبدؤا في تعداد النقاط التي لديهم . ثم، ينادي المعلم بالوقت ويطلب منهم التبديل
١٠	**Turn & Teach** استدر و علم	دور المعلم: المعلم يسأل سؤالا أو يسند مهمة. دور الطالب: يكون الطلاب ازواج ويقابلوا بعضهم وجها لوجه ويبدؤا في تعليم بعضهم. ثم، ينادي المعلم بالوقت ويطلب منهم للتبديل.
11	**Hot Seat** الكرسي الساخن	هذا النشاط الإبداعي أداة مفيدة لتشجيع النقاش حول قضية معينة وتبادل المعلومات. يوضع المقعد الساخن في مواجهة الطلاب أو يمكن وضعه في وسط دائرة. يطرح المعلم موضعا للنقاش... يطلب المعلم من طالب متبرع الجلوس في الكرسي الساخن. يجيب الطالب على أسئلة الطلاب على ألا تكون الاجابات كلمة واحدة
12	**Fish Bowling** حوض السمك	يتم ترتيب مجموعة (أربع أو خمسة كراسي) في دائرة مغلقة تمثل شكل حوض السمك، أما بقية الكراسي فترتب في شكل دائرة خارج حوض السمك. ويتم اختيار بعض من المشاركين لملء حوض السمك، في حين يجلس بقية أفراد المجموعة خارج حوض السمك، ويسمى الطلاب الذين يجلسون داخل حوض السمك بالمشاركين(P) ؛ يقودهم طالب أو اثنين(Cl) ، في حين يسمى الطلاب الذين يجلسون خارج حوض السمك باسم الملاحظين(O) ؛ في ظل توجيه وإرشاد المعلم. (I) يناقش المشاركون في الدائرة الأولى التي تسمى حوض السمك موضوع ما؛ في حين يجلس الطلاب الملاحظون في الدائرة الثانية خارج حوض السمك يستمعون ويسجلون ملاحظاتهم بصمت، وبعد ١٠-١٥ دقيقة يتبادل أعضاء الدائرتين أماكنهم، وبعد ١٠-١٥ دقيقة أخرى يتجمع الطلاب جميعاً للتشارك فيما قاموا بملاحظته.
13	**Show & Tell** اعرض و تحدث	هو نشاط يتشارك فيه الطلاب ..حيث يقوم المتعلم واحدا بعد الأخر و يتحدث أمام الطلاب حول ما أحضره من المنزل أو حول مشروع حدد من قبل المعلم. ومن المتوقع من الطلاب أن يستمعوا بهدوء مع عدم المقاطعة. يقوم المعلم بتشجيع الطلاب على طرح الأسئلة حول الشيء أو المشروع.
14	**Comic Strips** الشريط الكرتوني	استخدام الرسوم في التدريس لديه العديد من المزايا: أنها تعطي الحياة لخطط الدرس المملة ، وتعزز مشاركة الطلاب ، فهي تعمل على تحسين تعلم الطلاب، وإطالة مدة الانتباه لدى الطلاب ، كما أنها تعزز التواصل والمهارات اللغوية
15	**Using Social Media Concepts** تطبيق مفاهيم وسائل التواصل الاجتماعي	يستطيع المعلم استخدام وسائل التواصل الاجتماعي المختلفة: - ارسال التغريدات في تويتر عن المستجدات. استخدام المدونات للتواصل مع الصفوف الاخرى و لإتاحة الفرصة للطلاب للتواصل و التعبير عن التعلم و عملية التعليم. استخدام الالعاب التعليمية المجانية. استخدام محركات البحث المختلفة. تفعيل استخدام اليوتيوب لعرض انتاج الطلاب.
16	**One-minute Paper** ورقة "الدقيقة-الواحدة"	نشاط كتابي قصير جدا (لمدة دقيقة) داخل الصف. ردا على سؤال يطرحه المعلم، و يطلب فيه التفكير في الدرس أو في موضوع ما .

استراتيجيات التدريس الفعالة

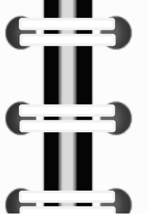
17	**Jigsaw** جيكسو	يقسم المعلم الطلاب إلى مجموعات مؤلفة من ٥- ٦ طلاب غير متجانسة.- يعيين طالبا من كل مجموعة كقائد ، -يوزّع الفقرات على عدد الطلاب في المجموعة و يطلب من كل طالب لديه الفقرة ذاتها أو المحتوى من كل مجموعة بتشكيل مجموعات أخرى.. -يطلب المعلم من الطلاب العودة إلى مجموعاتهم الأصلية. يشرح و يعلم زملاءه في المجموعة عما تعلّمه
18	**Snowball** **(Snowball Fight)** كرة الثلج	يتلقى نصف عدد التلاميذ في الصف أسئلة بحاجة للإجابة أو كلمات بحاجة لتعريف ، مكتوبة على ورقة ملونة بينما يتلقى الصف الآخر من الطلاب اجابات الأسئلة أو التعريفات بلون اخر يقف كل فريق مواجها الأخر.. يرسم المعلم خطا فاصلا ويرشد الطلاب أن يشكلوا أوراقهم على هيئة كرة ثلج ثم يلقونها عبر الخط الوهمي. يجمع كل طالب واحدة من كرات الثلج التي تسقط على جانب الخط ثم يحاول العثور على الطالب الذي عقد المباراة. يشكل الطلاب فريقا زوجيا، و يتم التحقق من أوراقهم بمساعدة المعلم.
19	**Concept Mapping** الخرائط الذهنية	مفهوم رسم الخرائط :هو نوع من التنظيم باستخدام الرسم لمساعدة الطلاب على تنظيم وتمثيل المعرفة في موضوع ما. وهي طرق بصرية لتمثيل المعلومات. يمكنك إنشاء الخرائط، ومنظمي التصويرية، التي ترتب شبكات المعلومات: وفقا لأفكار رئيسية، مواضيع فرعية، وتفاصيل/ تسلسل/ العلاقات بين الأجزاء المختلفة و أوجه الشبه والاختلاف بين اثنين أو أكثر من المفاهيم
20	**3-2-1** ٣-٢-١	توفر هذه الاستراتيجية طريقة للطلاب لتسجيل مدى فهمهم وتلخيص تعلمهم. كما انه يعطي المعلمين الفرصة لتحديد المجالات التي تحتاج إلى إعادة التدريس، فضلا عن مجالات اهتمام الطلاب. يطلب المعلم من الطلاب ان يحددوا: (٣) أشياء تعرفوا عليها / (٢) أشياء أثارت اهتمامهم (١) سؤالا واحدا لا يزال لديهم ثم يستعرض ردود الطلاب. يمكن استخدامها: للتحقق من فهم الطلاب ، خلال مناقشات الصف، أو كنشاط ختامي في نهاية الدرس.
21	**Two Stars and a Wish** نجمتان و طلب	هذه الطريقة تشجع تقييم الأقران البناء بين المجموعات عند الانتهاء من نشاط ما ، يقوم التلاميذ بالتجول حول المجموعات لاستطلاع اعمالها ،حاملين مجموعة من البطاقات الصفراء القابلة للصق (Post-it) لكل نشاط يتم مراجعته/ الاطلاع عليه يسجل التلاميذ ملاحظتين إيجابيه (نجمتان) و طلب واحد للتعديل (أمنية). يعود التلاميذ الى أماكنهم لقراءة الملاحظات التي دونت لهم و تتم مناقشتها لإعداد قائمة بالإيجابيات و السلبيات ثم يدونون ملاحظتهم للتعديل مستقبلا.
22	**Focused Listening** الاستماع الموجهه	الاستماع الموجهه هو استراتيجية توجه الطلاب للاستماع إلى النص عن كثب وبانتباه. المعلم يختار المواد التي يرغب في تقديمها للطلاب و بعد مناقشة الموضوع وطرح الأسئلة، يقسم المعلم الصف إلى مجموعات ثنائية أو مجموعات وتعين الأسئلة يوجهه الطلاب للاستماع الجيد للنص مع التركيز على الأسئلة و حلها. تناقش الاجابات و بعد الإجابة على جميع الأسئلة، يعاد الاستماع للنص مرة أخرى للتأكد من صحة الإجابة.
23	**Think Pair Share** فكر زاوج شارك	يوزع الطلبة في مجموعات زوجية ثم يطرح المعلم موضوعا أو موقفا أو سؤالا. يعطي الطلبة فرصة التفكير في الإجابة عن هذا الموقف بشكل **منفرد**. ثم يوجهه الطلاب للمناقشة بشكل **زوجي** ثم يناقش الطلبة بعضهم بعضاً في **مجموعات**. ثم تبني كل مجموعة رأيا واحدا أو الاتفاق على إجابة واحدة، **وعرضه** أمام الجميع. يناقش المعلم كل مجموعة في رأيها أو إجابتها.

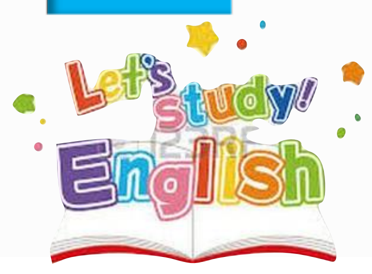
Think, Pair share

24	**Carousel** المساجلة الكتابية الدائرية	يقسم التلاميذ إلى مجموعات صغيرة. وتمنح كل مجموعة ورقة حجم A3 مع سؤال أو موضوع ذا صلة بموضوع ما. يعمل التلاميذ في مجموعاتهم في غضون فترة زمنية محددة على كتابة الردود والأفكار. (يمكن أن تعطى كل مجموعة لون مختلف لسهولة تحديد الاستجابات بعد ذلك). .ويمكن قراءة ردود المجموعة الاخرى ومناقشة ما إذا كانت توافق أو لا. في حالة الاختلاف تدون ملاحظة على ذلك.
23	**Skimming & Scanning**	Skimming (القراءة السريعة) احدى مهارات القراءة حيث يطلب المعلم من الطلاب القراءة السريعة لتحديد العناوين و الافكار الرئيسية للفقرات Scanning (القراءة التفصيلية) يطلب المعلم من الطلاب القراءة بتفحص لتحديد رقم أو اسم ما
26	**Reading Quest** القراءة المعرفية	يمر الطلاب بعدة مراحل لتحقيق مهمتهم الرئيسية من خلال قراءة نص ما. يقدم المعلم سيناريو معين لتحقيق هدف ما (مشروع). يحدد للطلاب أنشطة مختلفة لما قبل القراءة، أثناء القراءة و بعد القراءة. كما يحدد المصادر المتاحة و آلية تقييم المهمة.
27	**Learning by Fun** استخدام الألعاب	تستخدم الألعاب لأنها مسلية ومثيرة للاهتمام. كما أنها تحفز الممارسة في جميع المهارات اللغوية كيفية اختيار الألعاب *يجب أن تكون أكثر من مجرد متعة. *لعبة ينبغي أن تشمل المنافسة "الودية." *يجب أن تبقي جميع الطلاب مشاركين ومهتمين. *يجب أن تشجع اللعبة الطلاب على التركيز على استخدام اللغة بدلا من التركيز على اللغة نفسها. * يجب إعطاء الطلاب فرصة للتعلم والممارسة، أو مراجعة اللغة.
28	**Post-it Collection** تشكيلة البطاقات اللاصقة	يقسم التلاميذ في مجموعات من ٤ إلى ٦ و تقدم ورقة نوتة لاصقة Post-it لكل تلميذ و عليهم تدوين أفكارهم عليها بشكل فردي. يستخدم لون مختلف لكل مجموعة لتسهيل التباين. ثم يلتقي الطلاب معا في مجموعات لمناقشة الأفكار – و بالتالي قبول بعضها ورفض الآخر. ثم يقوم تلاميذ كل مجموعة بتدوين أفكارهم بعد مراجعتها - فكرة واحدة لكل ورقة. بعد ذلك تعرض أفكار من كل مجموعة على لوح ورقي و تستعرض الأفكار المشتركة.
29	**Taboo** الممنوع	تتلقى كل مجموعة من الطلاب مظروفا يحتوي على بطاقات كلمات. وينبغي أن تتضمن كل بطاقة كلمة رئيسية في الجزء العلوي، فضلا عن قائمة، كحد أقصى، خمس كلمات التي لا يسمح للتلاميذ باستخدامها في تفسيرهم. والهدف من اللعبة هو أنه على كل مجموعة شرح كلمتهم إلى المجموعات الأخرى دون استخدام الكلمات المدرجة. المجموعة التي تحدد الكلمة بشكل صحيح تحصل على نقطة. و المجموعة التي تتمكن من القيام بالوصف أيضا تحصل على نقطة.
30	**Get one- Give one** خذ -و اعط	يطرح المعلم سؤالا ويطلب من الطلاب الاجابة باستخدام ورقة مقسمة إلى عمودين. يدون الطالب اجاباته في العمد الخاص به .ثم يطلب من الطلاب الوقوف والتحرك في جميع أنحاء الصف لإجراء اتصالات مع الطلاب الآخرين. في كل مرة عليه إعطاء الطالب فكرة مختلفة / كلمة (من عموده) والحصول منه على فكرة / كلمة تدون في العمود الآخر. إذا كان كل المشاركين لديهم نفس الأفكار، فإنهما بحاجة إلى العمل معا لتوليد فكرة جديدة. وبعد ذلك يمكن أن تستمر رحلتهم في التواصل مع الطلاب الآخرين. يحدد المعلم عدد الأفكار / كلمات المطلوبة والمهلة الزمنية ا لجمعها.

kids WHO READ succeed

2nd. Term Syllabus' Distribution ..
1441 - 1442 H





Timetable Second Term (SUPER GOAL)

Week	Date	SUPER GOAL 2	SUPER GOAL 4	SUPER GOAL 6
1	4/6	1- What Do You Do?	1- Let's Go Out	1- It's a Good Deal, Isn't It?
2	11/6			
3	18/6	2- What's School Like?	2- It's a Bargain!	
4	25/6			2- Drive Slowly!
5	2/7	3- What Time Do You Get Up?	3- There's No Comparison	
6	9/7			3- All Kinds of People EXPANSION Units 1–3
7	16/7	4- What Can You Do There? EXPANSION Units 1–4	4- It's Going to Be Fun! EXPANSION Units 1–4	
8	23/7			
9	1/8	5- What Are You Going to Wear There?	5- What's the Weather Like?	4- Who Used My Toothpaste?
10	8/8			
11	15/8	6- Let's Celebrate	6- Could You Do Me a Favor?	
12	22/8			5- Making Choices
13	29/8	7- Then and Now	7- Today's News	
14	6/9			6- Culture Shock EXPANSION Units 4–6
15	13/9	8- What Did You Do Last Week? EXPANSION Units 5–8	8- Have You Ever…? EXPANSION Units 5–8	
16	6/10			







جدول الحصص

word-web.com

اليوم / الحصة	الأولي	الثانية	الثالثة	الرابعة	الخامسة	السادسة	السابعة	الثامنة
الأحد					2nd		1st	
الإثنين		1st						3rd
الثلاثاء					2nd		3rd	
الأربعاء							2nd	
الخميس			3rd	1st				



المملكة العربية السعودية
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رؤيــة VISION 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

وزارة التـعـليم
Ministry of Education

ENGLISH LANGUAGE
INTERMEDIATE STAGE
THIRD INTERMEDIATE GRADE
SECOND SEMESTER

اللغة الإنجليزية
المرحلة المتوسطة
الصف الثالث المتوسط
الفصل الدراسي الثاني

SUPER GOAL 6

KSA Edition

كتـــاب الـطـالـب و التمارين

STUDENT'S BOOK AND WORKBOOK

Mc Graw Hill

طبعة ١٤٤٢ هـ
2020 Edition

Unit	1	Lesson	1a- It's a Good Deal, Isn't It?	Day	Su	Mo	Tu	We	Th
Introduction	How are you ?			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Talk about common items at a garage sale. • Confirm information. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Have students open their books to page 2. Discuss the introductory questions as a class. Tell students to look at the picture and discuss where the people are. Then have them describe the picture in detail. Ask: How many people are looking at the things for sale? (11) What kinds of tools do you see? (saw, hammer, screwdriver, pliers) What things do you see for use outside the house? (lawn mower, hose, ladder, garbage can) What things do you see for a child? (teddy bear, toys) What appliances do you see? (vacuum cleaner, fan) **2-Pair Work** Tell students to pretend that they are at the garage sale and making comments about the things they see. Brainstorm with the class things they can say about the different items at the garage sale. Write some ideas on the board in note form. For example: toy/cute and lawn mower/useful.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
			Structural Ques.	Assign page 1 for practice with vocabulary for jobs and job activities.
Previous experience			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	1	Lesson	1b- It's a Good Deal, Isn't It?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	○ Visual presentation ○ Smart board ○ Electronic slides ○ Activity sheets ○ Activity book ○ Practical experiments ○ Paper and cork			Period					
				Class					
Active learning strategy	○ Sorting concepts ○ Ice cream sticks ○ Cross-training ○ Six hats ○ Competitions ○ Card questions ○ Think-Marriage-Share ○ Chopper cards ○ Numbered heads ○ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Tag Questions. • Negative Questions • Be Able To. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**3-Grammar** **Tag Questions.** Have volunteers read aloud the questions in the chart. Point out the rules about forming tag questions: If the first part of the sentence is affirmative, the tag is negative. We make the first part affirmative if we think the answer is yes. If the first part is negative, the tag is affirmative. We make the first part negative if we think the answer is no. **Negative Questions** Have volunteers read aloud the questions in the chart. Explain that negative questions can also be used in the following ways: (to get - to express surprise to urge someone to take action—often starting with Don't/Doesn't or with be going to **Be Able To** Have volunteers read aloud the sentences. Point out that both can and be able to express ability: I can ride a bike means the same thing as I am able to ride a bike. However, we usually use be able to for past and future ability.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	○ listening ○ Speaking ○ Reading ○ Writing ○ Thinking	

<table>
<tr><td>Unit</td><td>1</td><td>Lesson</td><td colspan="2">1c- It's a Good Deal, Isn't It?</td><td>Day</td><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td></tr>
<tr><td>Introduction</td><td colspan="4">I check the homework of the previous lesson and revise the previous lesson.</td><td>Date</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Teaching aids</td><td colspan="4" rowspan="2">◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets
◯ Activity book◯ Practical experiments◯ Paper and cork</td><td>Period</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Class</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Active learning strategy</td><td colspan="10">◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...</td></tr>
<tr><td>Objectives</td><td colspan="2">Procedure</td><td>Enrichment activity</td><td colspan="7">Questions</td></tr>
<tr><td rowspan="3">• Listen to a conversation to explain a misunderstanding.
• Rising intonation in tag questions.
• Improve reading skills.
• Improve writing skills.
• Enable the pupils to illustrate information from a paragraph.</td><td colspan="2" rowspan="5">4- Language in Context
Before students open their books, ask: How much do (or did) you like your history class? How good are you at historical facts? Brainstorm with the class important people, places, and events in history.
5- Listening
ell students they are going to hear a conversation between two men about a misunderstanding. Elicit some common causes for misunderstandings.
6- Pronunciation
Point out the rising intonation in the tag questions. Model the correct pronunciation and have students repeat after you.
7-About You
Have students work in small groups to talk about the subjects of mistaken identity and garage sales.
8-Conversation
Have students cover the conversation and look at the picture. Ask: Where are the people? Where do you think the people are from?</td><td rowspan="5">Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</td><td>Tribal Ques.</td><td colspan="6">Use nonlinear information and key words.</td></tr>
<tr><td>Structural Ques.</td><td colspan="6">Assign for practice with the simple present tense..</td></tr>
<tr><td rowspan="3">Final Ques.</td><td colspan="6" rowspan="3">Write the new words in your notebooks</td></tr>
<tr><td>Previous experience</td></tr>
<tr><td>Use nonlinear information and key words.</td></tr>
<tr><td>Enriching information</td><td colspan="2">Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson</td><td>Interactive link</td><td colspan="7">Interactive links to textbook</td></tr>
<tr><td>Home works</td><td colspan="2">Answer the lesson questions and accompanying activities</td><td colspan="8">Targeted Skills</td></tr>
<tr><td>Activities of Enjaz File</td><td colspan="2">Completing The Enjaz Bag</td><td colspan="8">◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking</td></tr>
</table>

Unit	1	Lesson	1d- It's a Good Deal, Isn't It?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	○ Visual presentation ○ Smart board ○ Electronic slides ○ Activity sheets ○ Activity book ○ Practical experiments ○ Paper and cork			Period					
				Class					
Active learning strategy	○ Sorting concepts ○ Ice cream sticks ○ Cross-training ○ Six hats ○ Competitions ○ Card questions ○ Think-Marriage-Share ○ Chopper cards ○ Numbered heads ○ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• You Look Just Like Me! • Write in tag questions. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	9- Reading Before Reading With books closed, ask the Before Reading question. Then have students open their books and look at the picture, but cover the letter. Ask: What are the man and his son doing? What do you think the note says? Write students' ideas on the board. While Reading Explain to students that it is always a good idea to set a purpose before reading. There are many possibilities: to find out the main idea, to get specific information, to learn the meaning of certain words, to categorize information, to learn new facts, or simply to read for enjoyment. In this reading students will be looking for coincidences, or surprising and unexpected events. After Reading Have students do the task individually. Tell them to underline the parts of the text that provided them with answers. Students go over the answers with their partner. Finally, go over the answers with the class.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks
Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook	
Home works	Answer the lesson questions and accompanying activities	Targeted Skills		
Activities of Enjaz File	Completing The Enjaz Bag	○ listening ○ Speaking ○ Reading ○ Writing ○ Thinking		

Unit	1	Lesson	1e- It's a Good Deal, Isn't It?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write about a strange coincidence or chance meeting. • Prepare an advertisement for a garage sale (Project). • Suggestions. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**10- Project** In groups, have students discuss when and where to hold the garage sale and what to sell. Then they prepare a written ad or sign to advertise the sale. **11- Writing** Go over the directions and model the example with a student. Ask the questions and have the student answer. **Writing Corner** Go over the order of adjectives with the class. Have volunteers read the example sentences. **12- Form, Meaning and Function** **Suggestions** Have volunteers read aloud the questions and responses with should in the chart. Ask: How do we ask for suggestions? (We use should.) To remind students about word order with should, put the following words on the board and have students unscramble them. should / a / game / play / We . / should / game / play / we / What / ?	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for an additional reading, and writing practice.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	2	Lesson	2a- Drive Slowly!	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Talk about cars, driving, and traffic signs. • Give advice. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Discuss the introductory questions as a class. Then direct students' attention to the picture of the car. Play the audio for the parts of a car. Have students listen and follow along, pointing to each part they hear. **2-Pair Work** Play the audio for the model conversation. Students listen and repeat. Model the task by having a volunteer point to a sign and ask What does that sign mean? Answer the question correctly. Have students point to the signs and ask and answer questions in pairs. play the audio for the model conversations. Students listen and repeat.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign page 7 for practice with vocabulary for jobs and job activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	2	Lesson	2b- Drive Slowly!	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Modal Auxiliaries: Must/ Mustn't/Must Not and Should/Shouldn't. • Adverbs of Manner. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**3-Grammar** **Modal Auxiliaries: Must/Mustn't/Must Not and Should/Shouldn't** Call on volunteers to read aloud the example sentences in the chart. Remind students that both must and should are modal auxiliaries. The form is the same for all persons I, you, he, she, it, we, they, etc.). After the modal we use the main verb in its base form (without to). **Adverbs of Manner** Have volunteers read aloud the questions and answers. Tell students that adverbs of manner tell how something is done. Elicit that to form most adverbs of manner we add -ly to adjectives. Say the following adverbs and have students call out the adjectives: quickly (quick); slowly (slow); correctly (correct); safely (safe); quietly (quiet). Then say the following adjectives and have students call out the adverbs: dangerous (dangerously); careful (carefully)bad (badly); nice (nicely); beautiful (beautifully); reckless (recklessly).	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	2	Lesson	2c- Drive Slowly!	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen for specific information in a conversation about driving. • Vowel sound /ə/ in should and must. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**4- Language in Context** Have students describe the person in the picture. Elicit the term aggressive driver. Ask students if they know any aggressive drivers. **5- Listening** Ask students to describe what is happening in the picture. Write the following question on the board: What does the instructor think of the student's driving? **6- Pronunciation** Point out the rising intonation in the tag questions. Model the correct pronunciation and have students repeat after you. **7-About You** If appropriate, tell students about some of your driving experiences. Encourage them to ask you questions. **8-Conversation** Write on the board the term backseat driver. Explain that this is a passenger in a car who keeps telling the driver how to drive.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for practice with the simple present tense.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	2	Lesson	2d- Drive Slowly!	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯Visual presentation◯ Smart board◯Electronic slides◯Activity sheets ◯Activity book◯Practical experiments◯Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Is Right, Right? • Write advices . • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. **Previous experience** Use nonlinear information and key words.	9- Reading Before Reading Discuss the Before Reading questions as a class. Point out that the law dictates on which side of the road motorists should drive, but that there are no written rules to indicate on which side of the road people should walk. This is more a matter of custom than of law. While Reading Have students read the first sentence of the reading. Tell them that sometimes a writer will reveal the subject of a reading by stating a question that will be answered in the reading. Have them tell you in their own words what they are going to learn. (why some countries made decisions about driving on the left versus driving on the right) After Reading Have students do the task individually. Tell them to underline the parts of the text that provided them with answers. Students go over the answers with their partner. Finally, go over the answers with the class.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	2	Lesson	2e- Drive Slowly!	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯Visual presentation◯ Smart board◯Electronic slides◯Activity sheets ◯Activity book◯Practical experiments◯Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write an essay about why the driving age should be raised. • Make a poster with a list of driving tips and safety rules (Project). • Requests & Commands • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**10- Project** First, brainstorm with the class a list of ten common causes of car accidents. Then have students work in groups to prepare a list of driving tips and safety rules for new drivers. Have them create a poster. Encourage students to find or draw their own pictures. **11- Writing** Go over the directions and model the example with a student. Ask the questions and have the student answer. **Writing Corner** Go over the order of adjectives with the class. Have volunteers read the example sentences. **12- Form, Meaning and Function** **Requests & Commands** Have students underline the reported requests and demands in the paragraph. Do the first item together as an example. Ask: *Is it a request or a command?* (command) Elicit the imperative sentence.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for an additional reading, and writing practice..
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	3	Lesson	3a- All Kinds of People	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Talk about past events that are interrupted. • Describe people's personalities and character. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Have students describe the pictures on pages 22 and 23 Draw students' attention to the various people in the pictures by asking the following questions: What is the man in black handing out? (advertising/ sales flyers) **2-Pair Work** Play the audio for the model conversations. Students listen and repeat. Have students ask and answer questions in pairs about the people in the pictures, being sure to switch roles. To add an element of competition to the activity, give students a time limit of about five minutes to ask as many questions as they can. Tell them to keep a count of the number of questions they ask. The pair that asks the most questions within the allotted time is the winner.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign page 7 for practice with vocabulary for jobs and job activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	3	Lesson	3b- All Kinds of People	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Relative Pronouns: Who, That, Which • Past Progressive with When and While. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**3-Grammar** **Relative Pronouns: Who, That, Which** Have volunteers read aloud the simple sentences and then the complex sentences with the relative clauses. a Explain that relative clauses (also called adjective clauses) describe a noun that comes before it (in the main clause). Relative clauses begin with that, who, or which. Elicit that who is used with people (The woman who is crossing the street...); which is used with things)The restaurant which opened...); and that can be used with people or things. **Past Progressive with When and While** Have volunteers read aloud the sample sentences. Elicit how the past progressive is formed (was/were + verb + -ing). Then elicit why the past progressive and simple past are used in the first sentence, but only the past progressive in the second sentence. Remind students that the past progressive is used to talk about an action that started and was continuing in	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	3	Lesson	3c- All Kinds of People	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen to infer who is speaking and match speakers to their pictures. • Syllable stress in adjectives. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**4- Language in Context** focus students' attention on the words in the box, draw two faces on the board, one smiling)to represent a positive connotation) and one frowning (to represent a negative connotation). **5- Listening** Point to the people in the picture and elicit what the various people are doing and what they might be saying. Write students' ideas about what the people might be saying on the board. **6- Pronunciation** Tell students to pay attention to which syllable in each word is stressed, as indicated in bold. **7-About You** Have students work in small groups of three or four to discuss their answers to the questions. **8-Conversation** Have students cover the conversation and look at the pictures. Ask: Where are the people? Who do you think the people are?	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for practice with the simple present tense.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

<table>
<tr><td>Unit</td><td>3</td><td>Lesson</td><td colspan="2">3d- All Kinds of People</td><td>Day</td><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td></tr>
<tr><td>Introduction</td><td colspan="4">I check the homework of the previous lesson and revise the previous lesson.</td><td>Date</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Teaching aids</td><td colspan="4" rowspan="2">◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets
◯ Activity book◯ Practical experiments◯ Paper and cork</td><td>Period</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Class</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Active learning strategy</td><td colspan="10">◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...</td></tr>
<tr><td>Objectives</td><td colspan="3">Procedure</td><td>Enrichment activity</td><td colspan="6">Questions</td></tr>
<tr><td rowspan="3">• Simple Ideas, Big Results.
• Improve reading skills.
• Improve writing skills.
• Enable the pupils to illustrate information from a paragraph.</td><td colspan="3" rowspan="5">9- Reading
Before Reading
Have students discuss the Before Reading questions.
Introduce the idea of volunteerism (working for the good of others without being paid money). Ask students if they know the kinds of things people do when they work for charities. Encourage students to describe any volunteer work they have done.
While Reading
Explain to students that when they read long complex sentences, it is helpful to identify the main subject and verb of the sentence, as well as the object of the verb if there is one.
After Reading
Have students do the task individually. Tell them to underline the parts of the text that provided them with answers.
Students go over the answers with their partner.
Finally, go over the answers with the class.</td><td rowspan="5">Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</td><td>Tribal Ques.</td><td colspan="5">Use nonlinear information and key words.</td></tr>
<tr><td>Structural Ques.</td><td colspan="5">Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.</td></tr>
<tr><td rowspan="3">Final Ques.</td><td colspan="5" rowspan="3">Write the new words in your notebooks</td></tr>
<tr><td>Previous experience</td></tr>
<tr><td>Use nonlinear information and key words.</td></tr>
<tr><td>Enriching information</td><td colspan="3">Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson</td><td colspan="2">Interactive link</td><td colspan="5">Interactive links to textbook</td></tr>
<tr><td>Home works</td><td colspan="3">Answer the lesson questions and accompanying activities</td><td colspan="7">Targeted Skills</td></tr>
<tr><td>Activities of Enjaz File</td><td colspan="3">Completing The Enjaz Bag</td><td colspan="7">◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking</td></tr>
</table>

Unit	3	Lesson	3e- All Kinds of People	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Can / May / Could. • Write an imaginary interview with a Famous humanitarian. • Present a person who has made a difference in the world (Project). • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**10- Project** This project can be done individually or in pairs. Have students choose a person who has made a difference in their country or to the world. **11- Writing** Go over the directions and model the example with a student. Ask the questions and have the student answer. **Writing Corner** Go over the order of adjectives with the class. Have volunteers read the example sentences. **12- Form, Meaning and Function** *Can / May / Could* Have pairs of students read aloud the questions and responses in the chart. Ask where they think the speakers are in each case. (at school, in a bank, in a store, at a hotel, in a restaurant, on the phone, etc.) Explain that the modal verbs *Can, May,* and *Could* are used to ask for permission and make polite requests.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for an additional reading, and writing practice.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	4	Lesson	4a- Who Used My Toothpaste?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

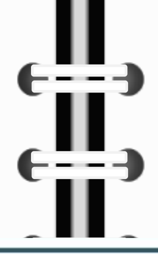
Objectives	Procedure	Enrichment activity	Questions	
• Describe problems. • Talk about common complaints. • Express actions that have happened recently. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Review language for household chores; for example: do the dishes/laundry, vacuum, iron, set the table, etc. Ask students to describe what they see in the pictures on pages 38 and 39. Ask questions about the pictures. **2-Pair Work** Play the audio for the sample conversation. Students listen and repeat. Have students ask and answer questions about household chores from the pictures and any others they know. Tell them to ask as many questions as they can and to keep a count of how many questions they ask. When students have finished, find out which pair came up with the most questions.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign page 23 for practice with vocabulary for jobs and job activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	4	Lesson	4b- Who Used My Toothpaste?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Present Perfect with Already, Yet, Just. • Verb + Gerund. • Two-Word Verbs. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**3-Grammar** **Present Perfect with Already, Yet, Just** Give a short explanation of the meaning of these words used with the present perfect: just = a short time ago not yet = something expected hasn't happened but we expect it will yet = in questions, this asks whether something expected has happened already = something happened before we expected it to **Verb + Gerund** Have volunteers read the sentences aloud. Elicit what the four sentences have in common. (They all have gerunds or words that end in -ing after verbs.) **Two-Word Verbs** Have volunteers read aloud the sentences in the chart. Elicit how the three sentences for each two word verb are different.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	



Unit	4	Lesson	4c- Who Used My Toothpaste?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen for specific information in a conversation about home. • Vowel sounds followed by *r.* • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**4- Language in Context** Have students describe what they see in the picture. Ask: *Has this kind of thing ever happened to you? Where were you? Does this annoy you a little, a lot, or not at all? Why? What kinds of things really bother you?* **5- Listening** tell students they are going to hear two college students talk about being away from home. Elicit what they think the two students miss most about living away from home and what they do not mind about being far away. **6- Pronunciation** Play the audio. Students listen and repeat the words. **7-About You** Have students work in small groups of three or four to discuss their answers to the questions. **8-Conversation** Have students cover the conversation and look at the pictures. Ask: *Who is the young man? Do you think he's in his home?*	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for practice with the simple present tense.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	4	Lesson	4d- Who Used My Toothpaste?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	○ Visual presentation ○ Smart board ○ Electronic slides ○ Activity sheets ○ Activity book ○ Practical experiments ○ Paper and cork			Period					
				Class					
Active learning strategy	○ Sorting concepts ○ Ice cream sticks ○ Cross-training ○ Six hats ○ Competitions ○ Card questions ○ Think-Marriage-Share ○ Chopper cards ○ Numbered heads ○ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Complaints. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**9- Reading** **Before Reading** Have students do the Before Reading activity with a partner. Have students cover the text except for the title and the first line. Have students describe what they see in the pictures. **While Reading** Point out that in informal writing, and in blogs such as this reading, people often write sentence fragments rather than complete sentences. **After Reading** Have students do the task individually. Tell them to underline the parts of the text that provided them with answers. Students go over the answers with their partner. Finally, go over the answers with the class.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	○ listening ○ Speaking ○ Reading ○ Writing ○ Thinking	

Unit	4	Lesson	4e- Who Used My Toothpaste?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write about impolite behavior and how it affects others • Interview college students to find what they miss about home (Project). • Can't / Must. • So...That / Such...That • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**10- Project** Give students a minute or two to think of people they know who have left home to go to college. **11- Writing** Go over the directions and model the example with a student. Ask the questions and have the student answer. **Writing Corner** Go over the order of adjectives with the class. Have volunteers read the example sentences. **12- Form, Meaning and Function** **Can't / Must** Go over the material in the chart. Explain that *must* expresses strong probability that something is true, and *can't* expresses very strong likelihood that something isn't true. **So...That / Such...That** Read the explanation with the class. Call on students to read aloud the examples.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for an additional reading, and writing practice.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	5	Lesson	5a- Making Choices	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Express cause and effect. • Make choices. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Play the audio. Have students listen and read along. Pause the audio after each quotation to check comprehension. Check comprehension by asking questions, such as the following: **2-Pair Work** Model the task by role-playing another conversation. Ask a question. For example: *What will happen if Jimmy gets caught?* Elicit various responses. Have students work in pairs to ask and answer questions about each picture in the presentation. Tell students to use *if* in their questions. Have pairs who finish first make a second and third question with *if* for as many pictures as they can.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign page for practice with vocabulary for jobs and job activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	5	Lesson	5b- Making Choices	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Conditional Sentences with Present and Future Forms. • *I'd Rather.* • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**3-Grammar** **Conditional Sentences with Present and Future Forms** Have volunteers read aloud the example sentences in the chart. Explain that when we use *if* to talk about present facts, *if* means *whenever*. Elicit the verb forms in the *if*-clause and the main clause. (simple present + simple present) **I'd Rather** Have volunteers read aloud the conversation. Elicit the meaning of *would rather*. Explain that we use the base form of the verb after *would rather* but the infinitive after *prefer*. Point out that the negative of *would rather* is *would rather not*. For example: *I would rather not drive there.*	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Previous experience			Final Ques.	Write the new words in your notebooks
Use nonlinear information and key words.				

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	5	Lesson	5c- *Making Choices*	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen for points of view in a radio interview. • Consonant clusters *sp, tr, cr, pr, gr* in initial position. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**4- Language in Context** Explain that each sentence can contain two affirmative clauses (*If I go to college, I'll get a good job*), two negative clauses (*If I don't go to college, I won't get a good job*),or one affirmative and one negative clause (*If I go to college, I won't be able to work*). **5- Listening** Have volunteers read aloud the first two sentences of the directions. Ask: *What are you going to hear? What are they going to talk about? Who is going to speak? What arguments might they make?* **6- Pronunciation** Play the audio. Students listen and repeat the words. **7-About You** Have students work in small groups of three or four to discuss their answers to the questions. **8-Conversation** Have students cover the conversation and look at the picture. Write on the board *International Airshow.*	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for practice with the simple present tense.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	5	Lesson	5d- *Making Choices*	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• The Right Choice. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	9- Reading Before Reading Arrange students in pairs or small groups to discuss the Before Reading question. Ask volunteers to share their experiences. While Reading Tell students to pay attention to pronoun reference when they read. Have students look at the pictures on pages 54 and 55. Ask: *Whose house is in the picture? Where did he live? Why is he famous? What painting is he famous for? What do you think the hands represent?* Do not confirm or deny answers at this point. After Reading Have students do the task individually. Tell them to underline the parts of the text that provided them with answers. Students go over the answers with their partner. Finally, go over the answers with the class.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	5	Lesson	5e- *Making Choices*	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯Visual presentation◯ Smart board◯Electronic slides◯Activity sheets ◯Activity book◯Practical experiments◯Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write about choices you have made and their consequences. • Role-play an interview about a local issue and its positive and negative sides (Project). • *Wish* • Conditional Sentences: Imaginary Situations. • Improve reading skills. Improve writing skills.	**10- Project** As a reminder, have students summarize the issue from the Listening. **11- Writing** Go over the directions and model the example with a student. Ask the questions and have the student answer. *Writing Corner* Go over the order of adjectives with the class. Have volunteers read the example sentences. **12- Form, Meaning and Function** *Conditional Sentences: Imaginary Situations* Go over the material in the chart. Explain that we use this form of conditional sentence to talk about hypothetical present situations and their results; that is, situations that are impossible or unlikely to ever happen. Point out that we use the simple past in the *if*-clause, and *would* in the main clause. Wish go over the material in the chart. Call on one student to read the statements in the left column, and another to read the statements with *wish*.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for an additional reading, and writing practice.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	6	Lesson	6a- Culture Shock	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Describe customs of different cultures. • Give advice. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Write on the board: *When in Rome, do as the Romans do.* Elicit what the saying means. If students have no idea, read aloud the explanation underneath the title on page 58. Play the audio. Students listen with books closed. **2-Pair Work** lay the audio for the model conversations. Students listen and repeat. Model another question and answer with a volunteer. Tell students that they can use words other than those in the text. Direct students' attention to the second exchange: *Is it polite to cut your food with chopsticks in Japan?* Show them that the text uses the phrase: *cut and spear food.* It also says, *in many*	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign page for practice with vocabulary for jobs and job activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	6	Lesson	6b- Culture Shock	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Verb + Infinitive • *Verb + Noun/Pronoun + Infinitive.* • It's... + Infinitive. • Expressions of Advice with Infinitives. • Improve reading skills. • Improve writing skills. Gerunds as Subjects	**3-Grammar** **Verb + Infinitive** Have volunteers read aloud the sentences in the chart. Elicit the verb pattern in each sentence. For example: *expect + infinitive, manage + infinitive,* etc **Verb + Noun/Pronoun + Infinitive** Elicit how the two sentences in this part of the chart are different from the sentences in the first part. (The sentences in the second part have an object—a noun or pronoun—after the main verb.) **It's + Infinitive** Go over the material in the grammar chart for the expressions that use *It's* + infinitive. Elicit or give examples for each expression. **Expressions of Advice with Infinitives** Go over the expressions of advice with infinitives. Point out that to make negative expressions of advice **Gerunds as Subjects** Have volunteers read aloud the sentences in the grammar chart and ask students to identify the subject in each.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	6	Lesson	6c- Culture Shock	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen for specific details in travel advice. • Reduction of to in sentences. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**4- Language in Context** Have students look at the model sentences and say which is correct for their country. Then have students read aloud the situations in the list. Elicit suggestions for *your idea.* Write them on the board. **5- Listening** have students look at the picture. Have them say whether that could be a photo of people having a meal in their country. Elicit as many details as possible about the similarities and differences. **6- Pronunciation** Play the audio. Students listen and repeat the words. **7-About You** Have students work in small groups of three or four to discuss their answers to the questions. **8-Conversation** Have students cover the conversation and look at the picture. Ask: *What is the city in the picture?*	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for practice with the simple present tense.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	6	Lesson	6d- Culture Shock	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets ◯ Activity book◯ Practical experiments◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• A Fish Out of Water. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	9- Reading Before Reading Arrange students in pairs or small groups to discuss the Before Reading question. Ask volunteers to share their experiences. While Reading Have students answer the questions in pairs. Then have two pairs form a group to compare answers. After Reading Have students do the task individually. Tell them to underline the parts of the text that provided them with answers. Students go over the answers with their partner. Finally, go over the answers with the class.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking	

Unit	6	Lesson	6e- Culture Shock	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write an email about culture differences. • Write advice to travelers to your country (Project) • Past Perfect. • Improve reading skills. Improve writing skills.	**10- Project** Students work in groups to make a brochure titled "Dos and Don'ts in (Country). **11- Writing** Go over the directions and model the example with a student. Ask the questions and have the student answer. **Writing Corner** Go over the order of adjectives with the class. Have volunteers read the example sentences. **12- Form, Meaning and Function** **Past Perfect** Go over the material in the chart. Explain that we use the past perfect tense when we are talking about two actions that happened in the past and we want to make it clear which action happened first.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for an additional reading, and writing practice.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

<table>
<tr><td>Unit</td><td>6</td><td>Lesson</td><td>6e- Culture Shock</td><td>Day</td><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td></tr>
<tr><td>Introduction</td><td colspan="3">I check the homework of the previous lesson and revise the previous lesson.</td><td>Date</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Teaching aids</td><td colspan="3" rowspan="2">◯ Visual presentation◯ Smart board◯ Electronic slides◯ Activity sheets
◯ Activity book◯ Practical experiments◯ Paper and cork</td><td>Period</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Class</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Active learning strategy</td><td colspan="9">◯ Sorting concepts◯ Ice cream sticks◯ Cross-training◯ Six hats◯ Competitions◯ Card questions◯ Think-Marriage-Share◯ Chopper cards◯ Numbered heads◯ Other ...</td></tr>
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<table>
<tr><td>Objectives</td><td>Procedure</td><td>Enrichment activity</td><td colspan="2">Questions</td></tr>
<tr><td rowspan="3">• Write an email about culture differences.
• Write advice to travelers to your country (Project)
• Past Perfect.
• Improve reading skills.

Improve writing skills.</td><td rowspan="5">10- Project
Students work in groups to make a brochure titled "Dos and Don'ts in (Country).
11- Writing
Go over the directions and model the example with a student. Ask the questions and have the student answer.
Writing Corner
Go over the order of adjectives with the class. Have volunteers read the example sentences.
12- Form, Meaning and Function
Past Perfect
Go over the material in the chart. Explain that we use the past perfect tense when we are talking about two actions that happened in the past and we want to make it clear which action happened first.</td><td rowspan="5">Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</td><td>Tribal Ques.</td><td>Use nonlinear information and key words.</td></tr>
<tr><td>Structural Ques.</td><td>Assign for an additional reading, and writing practice.</td></tr>
<tr><td rowspan="3">Final Ques.</td><td rowspan="3">Write the new words in your notebooks</td></tr>
<tr><td>Previous experience</td></tr>
<tr><td>Use nonlinear information and key words.</td></tr>
<tr><td>Enriching information</td><td>Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson</td><td>Interactive link</td><td colspan="2">Interactive links to textbook</td></tr>
<tr><td>Home works</td><td>Answer the lesson questions and accompanying activities</td><td colspan="3">Targeted Skills</td></tr>
<tr><td>Activities of Enjaz File</td><td>Completing The Enjaz Bag</td><td colspan="3">◯ listening◯ Speaking◯ Reading◯ Writing◯ Thinking</td></tr>
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رؤيـــة VISION 2030
المملكة العربية السعودية
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وزارة التعليم
Ministry of Education

ENGLISH LANGUAGE
INTERMEDIATE STAGE
SECOND INTERMEDIATE GRADE
SECOND SEMESTER

اللغة الإنجليزية
المرحلة المتوسطة
الصف الثاني المتوسط
الفصل الدراسي الثاني

SUPER GOAL 4

KSA Edition

كتـــاب الـطالـب و التمارين
STUDENT'S BOOK AND WORKBOOK

Mc Graw Hill

طبعة ١٤٤٢ هـ
2020 Edition

Unit	1	Lesson	1a- Let's Go Out	Day	Su	Mo	Tu	We	Th
Introduction	How are you ?			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Talk about free-time activities and chores. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. **Previous experience**	**1-Listen and Discuss** Have students look at the pictures on page 2. Ask: What is the difference between the two groups of pictures? Elicit: free-time activities and chores. Ask: What are chores? (Things you have to do around the house.) How many of the pictures show people having a good time? (four) How many show people doing chores? (six) **2-Pair Work** Have two students read aloud the first conversation. Then model the conversation with a student. You make a new suggestion; for example, Let's play tennis. The student should respond to your suggestion. Then do the same with the second conversation. a Have students practice in pairs, switching roles for both conversations, and substituting free-time activities.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Write the new words in your notebooks
			Structural Ques.	Use nonlinear information and key words.
			Final Ques.	Assign page 1 for practice with vocabulary for jobs and job activities.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	1	Lesson	1b- Let's Go Out	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Should, Why Don't/Doesn't...?, and Let's for Suggestions Improve reading skills. • Go + Verb + -ing. • Have to / Had to. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**3-Grammar** **Should, Why Don't/Doesn't...?, and Let's for Suggestions** Have volunteers read aloud the questions and responses with should in the chart. Ask: How do we ask for suggestions? (We use should.) To remind students about word order with should, put the following words on the board and have students unscramble them. should / a / game / play / We / . should / game / play / we / What / ? **Go + Verb + -ing** Ask students for other activities that we use with go and add them to the board; for example, go jogging, go fishing, and go shopping. **Have To / Had To** Have individual students read aloud the conversations in the final part of the chart. After each one, ask: Does /Did B have a choice? (no) Point out the present and past forms and write the negative forms on the board.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Write the new words in your notebooks
Previous experience			Structural Ques.	Use nonlinear information and key words.
Use nonlinear information and key words.			Final Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	1	Lesson	1c- Let's Go Out	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen to phone conversations for excuses. • Reduction of have + to. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**4-Listening** Tell students they're going to listen to two friends talking about an outing. Have students read the questions before listening. **5-Pronunciation** play the audio twice for students to listen. Play it a third time for students to repeat or speak along with the recording. **6-Conversation** Ask students to look at the pictures and try not to read the speech bubbles. Ask: Who is in the cartoon? What do you think this conversation is about? **7-About You** Have students work in groups of three or four to discuss and answer the questions. Have one person from each group report back to the class about the things people in the group have to do today, things they had to do yesterday, and things they usually have to do.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Write the new words in your notebooks
Previous experience			Structural Ques.	Use nonlinear information and key words.
Use nonlinear information and key words.			Final Ques.	Assign for practice with the simple present tense..

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	1	Lesson	1d- Let's Go Out	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Someone Has to Do It!. • Write about has to. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	8- Reading Before Reading Have students look at the picture. Ask: What do you think the teen's chores are? How are his parents going to feel if they come home in the next few minutes? What are they going to say? Ask the Before Reading questions. While Reading Tell students to read for the main idea of a text before they try to understand the details. Ask students to read the first paragraph for the main idea. (Parents and teens disagree about chores.) After Reading Have students do the task individually. Tell them to underline the parts of the text that provided them with answers. Students go over the answers with their partner. Finally, go over the answers with the class.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Write the new words in your notebooks
Previous experience			Structural Ques.	Use nonlinear information and key words.
Use nonlinear information and key words.			Final Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	1	Lesson	1e- Let's Go Out	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write about how parents and teenagers feel about homework. • Take a survey on common excuses (Project). • Must / Mustn't- Have To / Don't Have To • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	9- Writing Go over the directions and model the example with a student. Ask the questions and have the student answer. Writing Corner Go over the order of adjectives with the class. Have volunteers read the example sentences. 10- Project Have students work in groups and list all the excuses they can think of for the four situations. Tell students that they will submit the written portion of this project. 11- Form, Meaning and Function Must / Mustn't Explain that must is a modal auxiliary. The form is the same for all persons (I, you, he, she, it, we, they, etc.(. After the modal, we use the main verb in its base form (without to). Have To / Don't Have To Explain that the form of have to changes with the subject. For example: I have to study tonight. He has to study tonight. It also has a past form: had to. After have to, we use the main verb in its base form.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for an additional reading, and writing practice.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	2	Lesson	2a- It's a Bargain!	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Talk about shopping. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Have students look at the store directory on page 10. Ask: Where are men's coats? (on the third floor) Where are women's shoes? (on the second floor) etc. Play the audio of the store directory. As students listen, have them point to the words they hear. **2-Pair Work** Play the audio of the example conversations. Students listen and repeat. Draw on the board a three-column chart with the headings Items for sale, Colors, and Departments. Have students call out words for you to write in each column. Model each conversation with a volunteer, substituting the underlined words with words from the board. Make sure the volunteer responds appropriately.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
			Structural Ques.	Assign page 5 for practice with vocabulary for jobs and job activities.
Previous experience			Final Ques.	Write the new words in your notebooks
Use nonlinear information and key words.				

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	2	Lesson	2b- It's a Bargain!	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period / Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Possessive Adjectives and Possessive Pronouns. • Question Word: Whose. • Quantitative: Too. • Pronoun: One/Ones. • Improve reading skills. • Improve writing skills.	**3-Grammar** **Possessive Adjectives and Possessive Pronouns** Focus students' attention on the list of possessive adjectives in the chart. Explain that we use possessive adjectives (my, your, his, her, our, their) to indicate that one person or thing belongs to another, or is related to another. **Question Word: Whose** Focus students' attention on the questions with Whose. Elicit or clarify that Whose is used to ask who something belongs to. Remind students that the subject-verb order is inverted. **Pronoun: One/Ones** Explain that one is used in the answer if the noun after Which is singular, and ones is used if the noun after Which is plural. **Quantitative: Too** Read the example in the chart. Ask: Is the person going to buy the jacket? (no) What about the shoes? (no)	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	2	Lesson	2c- It's a Bargain!	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen to complete information in an ad. • Linking adjacent Sounds. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**4-Listening** Tell students they're going to listen to two friends talking about an outing. Have students read the questions before listening. **5-Pronunciation** play the audio twice for students to listen. Play it a third time for students to repeat or speak along with the recording. **6-Conversation** Ask students to look at the pictures and try not to read the speech bubbles. Ask: Who is in the cartoon? What do you think this conversation is about? **7-About You** Have students work in groups of three or four to discuss and answer the questions. Have one person from each group report back to the class about the things people in the group have to do today, things they had to do yesterday, and things they usually have to do.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for practice with the simple present tense.
Use nonlinear information and key words.			Final Ques.	

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	2	Lesson	2d- It's a Bargain!	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• The Best Place to Shop—and Be! • Write about suggestion . • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	8- Reading Before Reading Have students look at the first picture. Ask: Where are the people? (in a street market) Tell students it is Souq Al-Thumairi in Riyadh. Ask: What can people buy in this place? Do you like to shop at street markets? Why (not)? While Reading Write on the board: surveys, bargains, a lot of stuff, department stores, lively, expensive, secondhand, cultural experience, brand names. Have students predict the five words they expect to be in the reading about traditional markets. After Reading Have students do the task individually. Tell them to underline the parts of the text that provided them with answers. Students go over the answers with their partner. Finally, go over the answers with the class	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	2	Lesson	2e- It's a Bargain!	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Compare shopping in a store and shopping online. • Write and design a department store advertisement (Project). • Can / May / Could. • May / Might. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph	**9- Writing** Go over the directions and model the example with a student. Ask the questions and have the student answer. **Writing Corner** Go over the order of adjectives with the class. Have volunteers read the example sentences. **10- Project** Organize students into small groups. Tell groups they will submit their advertisement for assessment and present it to their classmates. **11- Form, Meaning and Function** **Can / May / Could** Explain that can, could, may, and might are modal auxiliaries. Their form is the same for all persons (I, you, he, she, it, we, they, etc.). After the modal, we use the main verb in its base form (without to). **May / Might** Explain that we use may and might to express possibility, when we think something is possible but we are not completely certain.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for an additional reading, and writing practice..
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	3	Lesson	3a- There's No Comparison	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Make comparisons. • State opinions. • Talk about interesting facts. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Have students look at the pictures on pages 18 and 19, with the text covered. Have them describe what they see in the pictures. Then ask about each picture, putting some student answers on the board. They can check their ideas with the actual facts when they read.. **2-Pair Work** have two students read aloud the conversation. Provide a model for a new conversation. Ask a student: Which is the most popular fruit in the world? (the banana) Have students ask and answer questions in pairs, taking turns being the questioner. Monitor and correct students when they are not using the comparative and superlative correctly.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign page 9 for practice with vocabulary for jobs and job activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	3	Lesson	3b- There's No Comparison	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period / Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Comparative and Superlative Forms of Adjectives. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	3-Grammar Comparative and Superlative Forms of Adjectives The Comparative Choose volunteers to read aloud the sentences in the first part of the chart. Ask how the form of the adjective changes in the sentences on the right. Then elicit why -er and more have been added to the adjectives. (The speaker is comparing two people). Ask: Why do we add -er to tall but add more before intelligent? Elicit that we add -er to most one-syllable adjectives when we make them comparative, and use more with most three-syllable adjectives. Ask: What word do we often use with comparative adjectives? (than) The Superlative Choose volunteers to read aloud the sentences in the next part of the chart. Have students identify the adjectives in the sentences. Ask: How many boys are probably in Ahmed's class, two or more thantwo? Elicit why -est and most have been added to the adjectives. (The speaker is comparing more than two people.)	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	3	Lesson	3c- There's No Comparison	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period / Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen for specific details from a tour guide. • The er sound • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph	**4-Listening** Tell students they're going to listen to two friends talking about an outing. Have students read the questions before listening. **5-Pronunciation** play the audio twice for students to listen. Play it a third time for students to repeat or speak along with the recording. **6-Conversation** Have students cover the conversation and look at the pictures. Ask: What do the people probably talk about in the conversation? Elicit: Desktop and laptop computers. Ask: What do you think of the desktop computer? What about the laptop? What comparisons can you make about desktop and laptop computers? Elicit and write students' ideas on the board. **7-About You** Have students work in small groups to discuss and answer the questions.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
			Structural Ques.	Assign for practice with the simple present tense.
Previous experience Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	3	Lesson	3d- There's No Comparison	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Still Standing! • Write about ancient Roman monuments • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	8- Reading Before Reading Discuss the Before Reading question. Elicit any prior knowledge the students have about ancient architecture to engage them in the topic. Refer students to the title and ask: What does still standing refer to? (ancient structures) Have students write down two questions they have about the While Reading Tell students that writers often define technical words included in a reading. For example, in the second paragraph, the writer includes which carried water to cities to explain the word aqueducts. After Reading Have students do the task individually. Tell them to underline the parts of the text that provided them with answers. Students go over the answers with their partner. Finally, go over the answers with the class.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	3	Lesson	3e- There's No Comparison	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write about something from a book of records. • Present an ancient monument in your country (Project). • So...That / Such...That • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**9- Writing** Go over the directions and model the example with a student. Ask the questions and have the student answer. **Writing Corner** Go over the order of adjectives with the class. Have volunteers read the example sentences. **10- Project** organize students into groups. Each group chooses an ancient monument to research. Encourage groups to choose different monuments. If students have a hard time thinking of monuments, assign one to each group, or provide a list for students to choose from. **11- Form, Meaning and Function** **So...That / Such...That** Read the explanation with the class. Call on students to read aloud the examples. Write the following sentences on the board: It was such a hot day. The test was so difficult. Ask: What do such and so mean in these sentences?	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for an additional reading, and writing practice.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	4	Lesson	4a- It's Going to Be Fun!	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Ask about and describe vacations • Plan a vacation. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Have students look at the pictures on pages 26 and .٢٧Ask: What is the brochure for? (vacation places(What's the name of the company on the brochure? (Global Tours) What does the first picture show? (marine life) What about the second picture? (a modern mosque) Continue asking about the rest of the pictures in the same way. **2-Pair Work** Play the audio of the example conversation. Students listen and repeat. Review the names of the places in the brochure. Tell students that they can substitute these places into the first line of the conversation. Model another conversation for the class. Have a student ask about another one of the places. You answer the question	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign page 13 for practice with vocabulary for jobs and job activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	4	Lesson	4b- It's Going to Be Fun!	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Future with Be Going To. • Information Questions. • Position of Adjectives. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph	3-Grammar Future with Be Going To Ask a student to read aloud the affirmative and negative statements in the first part of the chart. Have students focus on the form. Ask: What comes before going to? (am/is/are) What comes after going to? (the base form of the verb) When do we use going to? (when we talk about the future) Information Questions Have students brainstorm the question words they know before looking at the chart. Position of Adjectives Write on the board: Malaysia is an exotic place. Malaysia and Indonesia are exotic places. Ask: Does the adjective go before or after the noun? (before) Does the adjective change for singular and plural nouns? (no) How do we say the sentences on the board without the word place? (Malaysia is exotic. Malaysia and Indonesia are exotic.)	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	4	Lesson	4c- It's Going to Be Fun!	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen to vacation plans for specific information. • /æ/ and /ɒ/ sounds. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**4-Listening** Tell students they're going to listen to two friends talking about an outing. Have students read the questions before listening. **5-Pronunciation** play the audio twice for students to listen. Play it a third time for students to repeat or speak along with the recording. **6-Conversation** Have students cover the conversation and look at the pictures. Ask students to describe what they see in the pictures. Elicit, among other things, the word rainforest. Tell students they are going to hear a conversation between a customer and a travel agent. The customer wants to go to an exotic and exciting place. **7-About You** Have students work in small groups to discuss and answer the questions.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for practice with the simple present tense.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

<table>
<tr><td>Unit</td><td>4</td><td>Lesson</td><td>4d- It's Going to Be Fun!</td><td>Day</td><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td></tr>
<tr><td>Introduction</td><td colspan="3">I check the homework of the previous lesson and revise the previous lesson.</td><td>Date</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Teaching aids</td><td colspan="3" rowspan="2">◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork</td><td>Period</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Class</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Active learning strategy</td><td colspan="9">◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...</td></tr>
</table>

<table>
<tr><td>Objectives</td><td colspan="2">Procedure</td><td>Enrichment activity</td><td colspan="2">Questions</td></tr>
<tr><td rowspan="3">• The Stones of Al-Ula.
• Write about The Stones of Al-Ula/.
• Improve reading skills.
• Improve writing skills.
Enable the pupils to illustrate information from a paragraph</td><td colspan="2" rowspan="5">8- Reading
Before Reading
Have students close their books. Ask the Before Reading question. Then ask: Where is Al-Hijr? What can you see there? as prompts to get students started.
Have students work with a partner and write down everything they know about Al-Hijr.
While Reading
Tell students to pay attention to spacing when reading. This will help them understand where paragraphs that are not indented begin and end. This, in turn, will help them understand the main idea of every paragraph.
After Reading
Have students do the task individually. Tell them to underline the parts of the text that provided them with answers.
Students go over the answers with their partner.
Finally, go over the answers with the class.</td><td rowspan="5">Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</td><td>Tribal Ques.</td><td>Use nonlinear information and key words.</td></tr>
<tr><td>Structural Ques.</td><td>Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.</td></tr>
<tr><td rowspan="3">Final Ques.</td><td rowspan="3">Write the new words in your notebooks</td></tr>
<tr><td>Previous experience</td></tr>
<tr><td>Use nonlinear information and key words.</td></tr>
<tr><td>Enriching information</td><td>Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson</td><td colspan="2">Interactive link</td><td colspan="2">Interactive links to textbook</td></tr>
<tr><td>Home works</td><td>Answer the lesson questions and accompanying activities</td><td colspan="4">Targeted Skills</td></tr>
<tr><td>Activities of Enjaz File</td><td>Completing The Enjaz Bag</td><td colspan="4">◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking</td></tr>
</table>

Unit	4	Lesson	4e- It's Going to Be Fun!	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write an email describing a place you know or would like to visit. • Present a vacation plan (Project). • Adverbs of Manner. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph	9- Writing Go over the directions and model the example with a student. Ask the questions and have the student answer. Writing Corner Go over the order of adjectives with the class. Have volunteers read the example sentences. 10- Project Have students work in groups to plan a vacation. They can use pictures from newspapers and magazines or draw their own pictures. They should do research to get interesting facts. Have students choose roles: one person to research, one to write, one to create or collect the art, and one to make the presentation. 11- Form, Meaning and Function Adverbs of Manner Explain that adverbs of manner tell how something is done; they usually answer the question How? For example, ask: How does he drive? How is he reading the map? Elicit the examples in the chart.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for an additional reading, and writing practice.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	5	Lesson	5a- What's the Weather Like?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Talk about the weather. • Talk about seasons. • Talk about future activities. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Have students look at the pictures on page 40. Ask questions about each picture, teaching new vocabulary as necessary. For example: Where does it look hot? How can you tell it's hot? Does it look humid or dry there? What kinds of things do people probably do in the summer? Where does it look cold? What do you think the temperature is there? What kinds of activities can people do in the winter? **2-Pair Work** Elicit ways to ask about the weather. For example: What's the weather like? Or, What's it like outside? Play the audio of the example conversation. Point out the different tenses in the two questions. Elicit why the tenses are different. (The first question is about a statement of fact, something that is generally true. The second question is about the future).	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign page 19 for practice with vocabulary for jobs and job activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	5	Lesson	5b- What's the Weather Like?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Future with Will. • Information Questions • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**3-Grammar** **Future with Will** Focus students' attention on the first part of the grammar chart. Point out that we use will and won't when we predict or speculate about the future. Elicit or point out that, like other modal auxiliaries such as can, could, should, etc., will is the same for all persons. It does not change and it has no distinct singular and plural forms. Clarify that after will we use the main verb in its base form (without to). **Information Questions** Ask students to read aloud the questions and answers. Point out that, as with many other question forms, there is an inversion in the word order, and the modal will is placed before the subject. Clarify that this is true for yes/no questions, such as Will they have a nice time there? and also for Wh- questions, such as Where will they stay? Finally, point out that it is common to use probably or maybe when we use will to predict or speculate.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	5	Lesson	5c- What's the Weather Like?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen for specific information from a weather report. • L sound. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**4-Listening** Tell students they're going to listen to two friends talking about an outing. Have students read the questions before listening. **5-Pronunciation** play the audio twice for students to listen. Play it a third time for students to repeat or speak along with the recording. **6-Conversation** Have students cover the conversation and look at the picture at the top of the page. Ask: Where is Antalya? What do you know about Turkey? What is the weather like there? Is it a place you would like to visit? Why or why not? **7-About You** Have students work in groups of three or four to discuss and answer the questions. As a wrap-up, call on a few volunteers to answer the questions for the class. Find out if most of the class answered the questions similarly.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for practice with the simple present tense.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	5	Lesson	5d- What's the Weather Like?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Rain, Rain, Go Away • Write about weather. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	8- Reading Before Reading Have students close their books. As a class, discuss the Before Reading questions. a Write the following words and phrases on the board and elicit their meanings: depressed, down, energetic, happy, in a lively mood, tired. While Reading Tell students that paying attention to connecting words like but and so can help them understand a text. For example, after but there will be a contrasting idea; after so there will be a reason. After Reading Have students do the task individually. Tell them to underline the parts of the text that provided them with answers. Students go over the answers with their partner. Finally, go over the answers with the class.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	5	Lesson	5e- What's the Weather Like?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write about how the weather affects you. • Present the weather in a place you would like to visit (Project). • Conditional Sentences with Present and Future Forms • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph	9- Writing Go over the directions and model the example with a student. Ask the questions and have the student answer. Writing Corner Go over the order of adjectives with the class. Have volunteers read the example sentences. 10- Project Have students work in groups to decide on a place they would like to visit. Then have them use the Internet, travel guides, and any other useful sources to find out about the weather there. 11- Form, Meaning and Function Conditional Sentences with Present and Future Forms Have volunteers read aloud the example sentences in the chart. Explain that when we use if to talk about present facts, if means whenever. Elicit the verb forms in the if-clause and the main clause. (simple present + simple present)	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for an additional reading, and writing practice.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	6	Lesson	6a- Could You Do Me a Favor?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period / Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Make and respond to requests. • Make and respond to offers. • Give and take phone messages. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Have students look at the pictures on pages 48 and ٤٩ and say where the people are. Have students identify all the items they see; for example: camera, cell phone, cake, video camera, etc Point to the two people on the couch and ask: What is the boy doing? (He is giving his camera to a boy(. Why? (He wants him to take a picture of them.) **2-Pair Work** Play the audio of the example conversation. Students listen and repeat. Tell students to imagine they are at the family gathering. Make a request as if you are at the family gathering; for example, Will you get me something to eat? and have a student respond.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
			Structural Ques.	Assign page 23 for practice with vocabulary for jobs and job activities.
Previous experience Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	6	Lesson	6b- Could You Do Me a Favor?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Can, Could, Will, Would. • I'll, Let me. • Want + Object Noun/Pronoun + Infinitive. • Tell and Ask + Object Noun/Pronoun + Infinitive. • Improve reading skills. • Improve writing skills.	**3-Grammar** **Can, Could, Will, Would** Focus students' attention on the first part of the grammar chart. Read the requests and have individual students read the agreements and the refusals. Point out that could and would are a little more polite than can and will. **I'll, Let me** focus students' attention on the next part of then grammar chart. Read the offers and have individual students read the acceptances and the refusals. **Want + Object Noun/Pronoun + Infinitive** Have volunteers read aloud the sentences in the next part of the chart. Write on the board: I want to help and I want him to help. **Tell and Ask + Object Noun/Pronoun + Infinitive** have volunteers read aloud the sentences in the final part of the chart. Explain that tell followed by a noun or pronoun and an infinitive means the same as ask followed by a pronoun or an infinitive.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	6	Lesson	6c- Could You Do Me a Favor?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen for general understanding of phone messages. • Reduction of could you and would you. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**4-Listening** Tell students they're going to listen to two friends talking about an outing. Have students read the questions before listening. **5-Pronunciation** play the audio twice for students to listen. Play it a third time for students to repeat or speak along with the recording. **6-Conversation** Have students cover the last two pictures in the cartoon. Have them describe who is talking and what is happening in the other pictures. Ask: What is the relationship between the two boys in the first picture? What is the relationship between Ali and Fahd? Why do you think Fahd is calling? Elicit various answers. **7-About You** Have students work in groups of three or four to discuss and answer the questions. As a wrap-up, call on a few volunteers to answer the questions for the class. Find out if most of the class answered the questions similarly.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for practice with the simple present tense.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	6	Lesson	6d- Could You Do Me a Favor?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Dear Daughter. • Write a message. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	8- Reading Before Reading With books closed, ask the Before Reading question. Then have students open their books and look at the picture, but cover the letter. Ask: What are the man and his son doing? What do you think the note says? Write students' ideas on the board. While Reading Tell students to pay attention to register (formal versus informal language) in order to understand the tone and the relationship between the writer and reader. After Reading Have students do the task individually. Tell them to underline the parts of the text that provided them with answers. Students go over the answers with their partner. Finally, go over the answers with the class.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	6	Lesson	6e- Could You Do Me a Favor?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write a note to ask for a favor. • Write about common favors (Project). • Functions with Will. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**9- Writing** Go over the directions and model the example with a student. Ask the questions and have the student answer. **Writing Corner** Go over the order of adjectives with the class. Have volunteers read the example sentences. **10- Project** Have students work in groups of three or four to list favors that people commonly request. For example: Will you lend me your notes? Could you stop at the supermarket after work? Please buy some milk. **11- Form, Meaning and Function** **Functions with Will** Explain that the modal verb will is used to express the simple future, and it is often used to express a variety of functions, most of which refer to the future or immediate future. Have volunteers read aloud the examples	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for an additional reading, and writing practice.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	7	Lesson	7a- Today's News	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Talk about the news. • Ask and answer questions about past. • ongoing activities. • Tell narrative stories in the past. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	1-Listen and Discuss Have students look at the first picture on page 56 and describe what they see. (A news anchor/reporter is reporting the news) Do a class survey of how students get their news. Ask questions, such as How interested are you in the news? How do you get the news? How many of you watch the news on TV/listen to it on the radio/read it online/read a newspaper? 2-Pair Work Play the audio of the model conversation. Students listen and repeat. Elicit the two grammar tenses used in the question, and the one tense used in the answer. Have students ask and answer questions about actions in the news stories. Each question should use when and describe two actions: one in the simple past tense and the other in the past progressive.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign page 27 for practice with vocabulary for jobs and job activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	7	Lesson	7b- Today's News	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Past Progressive. • Past Progressive + When. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**3-Grammar** **Past Progressive** Go over the material in the chart. Explain that we use the past progressive to talk about an action that started before a certain time in the past and was still in progress at that time. With most students it is probably helpful to draw a parallel between the past progressive and the present progressive. Illustrate this by drawing a timeline on the board. Elicit how the past progressive is formed. (Was/Were+ the -ing form of a verb) **Past Progressive + When** Focus students' attention on the last part of the grammar chart. Have two students read the question and answer. Clarify that the past progressive is used to talk about an action that was in progress, while the past simple is used to describe a completed action. Some people call this combination the interrupted past.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	7	Lesson	7c- Today's News	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen to conversations for general understanding. • Word stress. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**4-Listening** Tell students they're going to listen to two friends talking about an outing. Have students read the questions before listening. **5-Pronunciation** play the audio twice for students to listen. Play it a third time for students to repeat or speak along with the recording. **6-Conversation** Have students cover the conversation and look at the picture at the top of the page. Ask: Where is the man?)in an elevator) What does he have in the elevator with him? (an empty pizza box and a bottle of soda(What's he doing in the elevator? (He's sleeping.) **7-About You** Have students work in groups of three or four to discuss and answer the questions. As a wrap-up, call on a few volunteers to answer the questions for the class. Find out if most of the class answered the questions similarly.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for practice with the simple present tense.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	7	Lesson	7d- Today's News	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Age Means Nothing. • Write about ages. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	8- Reading Before Reading With books closed, ask the Before Reading question. Then have students open their books and look at the picture, but cover the letter. Ask: What are the man and his son doing? What do you think the note says? Write students' ideas on the board. While Reading Tell students to pay attention to register (formal versus informal language) in order to understand the tone and the relationship between the writer and reader. After Reading Have students do the task individually. Tell them to underline the parts of the text that provided them with answers. Students go over the answers with their partner. Finally, go over the answers with the class.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Previous experience			Final Ques.	Write the new words in your notebooks
Use nonlinear information and key words.				

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	7	Lesson	7e- Today's News	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period / Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write a summary of a news story. • Present an unusual news event (Project). • Improve reading skills. • Adverbs of Degree. • Could and Was Able To • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**9- Writing** Go over the directions and model the example with a student. Ask the questions and have the student answer. **Writing Corner** Go over the order of adjectives with the class. Have volunteers read the example sentences. **10- Project** Have students look on the Internet or in newspapers for an unusual news event. They should prepare a written summary of the event in their own words. Have students present their summaries to the class. Then have the class vote on the most unusual news story. **11- Form, Meaning and Function** **Adverbs of Degree** Explain that adverbs of degree describe how intense or how strong a verb, adjective, or adverb is. **Could and Was Able To** Have volunteers read aloud the sentences. Point out that both could and was/were able to express past ability: I could run fast means the same thing as I was able to run fast.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for an additional reading, and writing practice.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

<table>
<tr><td>Unit</td><td>8</td><td>Lesson</td><td colspan="3">8a- Have You Ever…?</td><td>Day</td><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td></tr>
<tr><td>Introduction</td><td colspan="5">I check the homework of the previous lesson and revise the previous lesson.</td><td>Date</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Teaching aids</td><td colspan="5" rowspan="2">◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork</td><td>Period</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Class</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Active learning strategy</td><td colspan="11">◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...</td></tr>
<tr><td>Objectives</td><td colspan="3">Procedure</td><td>Enrichment activity</td><td colspan="7">Questions</td></tr>
<tr><td rowspan="3">• Talk about activities you have and haven't done.
• Improve reading skills.
• Improve writing skills.
• Enable the pupils to illustrate information from a paragraph.</td><td colspan="3" rowspan="5">1-Listen and Discuss
Have students look at the photographs on page 64.
Have students describe what the people are doing in each photo.
Have students mark the experiences they have done and compare with a partner.
2-Pair Work
Play the audio of the conversation.
Students listen and repeat.
Point out the negative contracted form for short answers: haven't for have not and hasn't for has not.
Have students work in pairs, taking turns to ask and answer about the other people on pages 64 and 65.
Tell them to ask a question with when if the person has done the activity. If there is no information about when the person did the activity, the student answering the question should say I don't know.</td><td rowspan="5">Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</td><td>Tribal Ques.</td><td colspan="6">Use nonlinear information and key words.</td></tr>
<tr><td>Structural Ques.</td><td colspan="6">Assign page 31 for practice with vocabulary for jobs and job activities.</td></tr>
<tr><td rowspan="3">Final Ques.</td><td colspan="6" rowspan="3">Write the new words in your notebooks</td></tr>
<tr><td>Previous experience</td></tr>
<tr><td>Use nonlinear information and key words.</td></tr>
<tr><td>Enriching information</td><td colspan="3">Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson</td><td colspan="2">Interactive link</td><td colspan="6">Interactive links to textbook</td></tr>
<tr><td>Home works</td><td colspan="3">Answer the lesson questions and accompanying activities</td><td colspan="8">Targeted Skills</td></tr>
<tr><td>Activities of Enjaz File</td><td colspan="3">Completing The Enjaz Bag</td><td colspan="8">◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking</td></tr>
</table>

Unit	8	Lesson	8b- Have You Ever...?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period / Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Present Perfect. • Present Perfect versus Simple Past. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	3-Grammar Present Perfect Explain that we use the present perfect to talk about something in the past. We use it when we do not know when the event happened, or it is not important when it happened. We also use the present perfect to talk about ongoing time from the past up to now. Draw a timeline on the board to illustrate the idea. Present Perfect versus Simple Past Read the example sentences in the last part of the chart. Ask: In the first sentence, do we know when the speaker went to Qatar? (no) In the second sentence, do we know when the speaker went to Qatar? (yes) Review ways to refer to a time in the past; for example: yesterday, last night/week/weekend and (number) hours/days/weeks/months/years ago.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	8	Lesson	8c- Have You Ever…?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen for specific information about travel experiences. • The /v/ sound in have. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. .	**4-Listening** Tell students they're going to listen to two friends talking about an outing. Have students read the questions before listening. **5-Pronunciation** play the audio twice for students to listen. Play it a third time for students to repeat or speak along with the recording. **6-Conversation** Have students cover the conversation and describe what they see in the pictures. Ask: What part of the world are the photos from? Would you like to have this kind of experience? Why or why not? Have students think of three words they expect to hear in the conversation. Write the students' ideas on the board. **7-About You** Have students work in groups of three or four to discuss and answer the questions. Have one person from each group report back to the class about what they talked about. Have students vote on the most dangerous or most exciting experience in the class.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for practice with the simple present tense.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	8	Lesson	8d- Have You Ever…?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Ships of the Desert. • Write about travels. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. .	**8- Reading** **Before Reading** With books closed, ask the Before Reading question. Then have students open their books and look at the picture, but cover the letter. Ask: What are the man and his son doing? What do you think the note says? Write students' ideas on the board. **While Reading** Tell students to pay attention to register (formal versus informal language) in order to understand the tone and the relationship between the writer and reader. **After Reading** Have students do the task individually. Tell them to underline the parts of the text that provided them with answers. Students go over the answers with their partner. Finally, go over the answers with the class.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	8	Lesson	8e- Have You Ever…?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other …								

Objectives	Procedure	Enrichment activity	Questions	
• Write about someone who has had an exciting life. • Present an extreme sport or activity (Project). • Review of the Present Tenses and the Simple Past • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph..	**9- Writing** Go over the directions and model the example with a student. Ask the questions and have the student answer. **Writing Corner** Go over the order of adjectives with the class. Have volunteers read the example sentences. **10- Project** Organize students into groups. Have them brainstorm extreme sports or activities they know about and then find out as much as they can about one of them. **11- Form, Meaning and Function** **Review of the Present Tenses and the Simple Past** Review when we use the simple present and the present progressive, emphasizing the differences. Point out the adverbs of frequency and the time expressions that are common in each case. Have volunteers read aloud the first two examples.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Assign for an additional reading, and writing practice.
Use nonlinear information and key words.			Final Ques.	Write the new words in your notebooks

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	



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وزارة التعليم
Ministry of Education

ENGLISH LANGUAGE
INTERMEDIATE STAGE
FIRST INTERMEDIATE GRADE
SECOND SEMESTER

اللغة الإنجليزية
المرحلة المتوسطة
الصف الأول المتوسط
الفصل الدراسي الثاني

SUPER GOAL 2

KSA Edition

كتاب الطالب و التمارين

STUDENT'S BOOK AND WORKBOOK

Mc Graw Hill
طبعة ١٤٤٢ هـ
2020 Edition

Unit	1	Lesson	1a-What Do You Do?	Day	Su	Mo	Tu	We	Th
Introduction	How are you ?			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions
• Ask and answer questions about jobs. • Describe job activities • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	1-Listen and Discuss Give students a minute or two to look at the pictures on pages 2 and 3. Have them talk about where the two boys are and why. Ask them to name electronic gadgets in the picture and suggest jobs that such gadgets are used for, e.g. teacher, reporter, lawyer. Write the jobs on the board. Explain that many job titles consist of a verb + -er. For example: teacher, reporter, waiter, designer, and driver. Another common ending for job titles is -ist as in dentist, journalist, and stylist. 2-Pair Work Model conversation A with a volunteer. Substitute a different person and a different job for the underlined words. Model conversation B with a volunteer. Have the student ask you the question. Answer with one of the jobs discussed in the lesson.		Use nonlinear information and key words. Write the new words in your notebooks Assign page 1 for practice with vocabulary for jobs and job activities.
Previous experience			

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	1	Lesson	1b-What Do You Do?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions
• Simple present tense. • Questions with what. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	3-Grammar Simple Present Tense Read the explanation in the chart with the class. Give a few examples of things that you do every day: I work every day. I cook dinner every evening. Compare this with the present progressive for now. Say: I'm teaching now. Questions with What Review questions with have. Write this question on the board: How many cousins do you have? Have students read the questions in the chart. Point to the question with have on the board and ask: Are these questions with what the same or different? Elicit that the pattern is the same: Question word+ do/does + subject + main verb? Point out that the main verb is always in the base form in the question		Use nonlinear information and key words. Write the new words in your notebooks Use nonlinear information and key words.
Previous experience Use nonlinear information and key words.			

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	1	Lesson	1c-What Do You Do?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions
• Third person singular verb endings /s/ and /z/ • Listen for specific details about jobs. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**4-Listening** Ask a volunteer to read the directions. Have students look at the chart and the names. Play the audio for students to listen. write their answers. Play it again for them to check answers. **5-Pronunciation** Write the words writes and sells on the board and model the pronunciation. Exaggerate the /z/ sound in sells. Tell students it's like the sound a bee makes and write the word buzz on the board. Compare buzz and bus for a more dramatic contrast in the sounds. **6-Conversation** Have students scan the cartoon strip. Ask: Where are the people? (They're at the park.) What are their names? (Steve and Adel) **7-About You** Write new words on the board. Encourage students to try to say why they are interested in certain jobs.		Use nonlinear information and key words. Write the new words in your notebooks Assign pages 2-3 for practice with the simple present tense.
Previous experience			
Use nonlinear information and key words.			

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

<table>
<tr><td>Unit</td><td>1</td><td>Lesson</td><td>1d-What Do You Do?</td><td>Day</td><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td></tr>
<tr><td>Introduction</td><td colspan="3">I check the homework of the previous lesson and revise the previous lesson.</td><td>Date</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Teaching aids</td><td colspan="3" rowspan="2">◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets
◯ Activity book ◯ Practical experiments ◯ Paper and cork</td><td>Period</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Class</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Active learning strategy</td><td colspan="9">◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...</td></tr>
</table>

<table>
<tr><th>Objectives</th><th>Procedure</th><th>Enrichment activity</th><th colspan="2">Questions</th></tr>
<tr><td rowspan="3">• Follow Your Dream.
• Write about your dream job.
• Make a list of good and bad jobs (Project).
• Improve reading skills.
• Improve writing skills.
• Enable the pupils to illustrate information from a paragraph.

Previous experience

Use nonlinear information and key words.</td><td rowspan="3">8- Reading
Before Reading
Have students look at the picture and ask them the Before Reading question: What do you think Omar Hamdan wants to be? (a football player).
Play the audio twice. First students listen with their books closed. Then they listen and read along.
After Reading
Ask a volunteer to read the first question. Then the volunteer calls on another student for the answer.
a Ask the class if they agree with the answer and why or why not. The student who answered then asks the next question, and so on.
Discussion
Discuss the questions with the whole class. First ask for a show of hands on how many students agree with Omar's parents and how many disagree.
Then call on students randomly to explain their opinions and answer the other questions.</td><td rowspan="3"></td><td></td><td>Use nonlinear information and key words.</td></tr>
<tr><td></td><td>Write the new words in your notebooks</td></tr>
<tr><td></td><td>Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.</td></tr>
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<tr><td>Home works</td><td>Answer the lesson questions and accompanying activities</td><td colspan="2">Targeted Skills</td></tr>
<tr><td>Activities of Enjaz File</td><td>Completing The Enjaz Bag</td><td colspan="2">◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking</td></tr>
</table>

Unit	1	Lesson	1e-What Do You Do?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions
• Conjunctions: so / because. • Make a list of good and bad jobs (Project). • Ask and answer with why / because. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**9- Writing** Have students read the text quietly on their own. Check comprehension by asking questions. For example: What is Khalid's dream job? Why does he want to be a teacher? What does he want to teach? Have students work individually to answer the Questions. **10- Project** Have students work in groups to make a chart of "Good Jobs" and "Bad Jobs." Have them include pictures of the jobs, if possible. a Collect the lists as a writing assessment. **11- Form, Meaning and Function** Why / Because Summarize the meaning of Why and Because in the following way: Why? = For what reason? Because... = For the reason that... Because / So Explain that because refers to a reason and answers the question Why? So refers to a result or consequence.		Use nonlinear information and key words. Write the new words in your notebooks Assign page 4 for an additional reading, and writing practice.
Previous experience Use nonlinear information and key words.			

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	2	Lesson	2a- What's School Like?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period / Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions
• Talk about school subjects. • Describe people's physical traits. • Describe people's personality • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Ask: What is Carl doing? (He's studying.) Then ask several students to name one subject Carl studies at school by looking at the books around him. Explain that: In American English, most school subjects do not have capital letters, for example: math, science, and history. Languages, such as French and Spanish, are an exception. **2-Pair Work** Read conversation A with a volunteer. Change the underlined words to a different school subject and other adjectives to describe it. Put students in pairs to practice conversations A and B. They should practice each conversation twice, changing roles each time.		Use nonlinear information and key words. Write the new words in your notebooks Assign page 4 for an additional reading, and writing practice.
Previous experience Use nonlinear information and key words.			

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	2	Lesson	2b- What's School Like?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions
• Simple Present Tense: Statements and Questions. • Adjectives (position). • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	3-Grammar Simple Present Tense: Statements and Questions Point out that these forms are the same as the forms for the verb have. The only difference is that have is an irregular verb with the third person singular form has. FYI Write the words watch, touch, and play on the board. Ask: What's the third person singular form of these words? (watches, touches, plays) Point out that the rule for the y ending doesn't apply when there's a vowel before the y as in play. Adjectives Read the explanation of adjective placement and example sentences aloud. Ask students: Is this the same or different in your language?		Use nonlinear information and key words. Write the new words in your notebooks Use nonlinear information and key words.
Previous experience			
Use nonlinear information and key words.			

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	2	Lesson	2c- What's School Like?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions
• Listen for specific details about people • Third person singular verb ending –es • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**4-Listening** Ask a volunteer to read the directions. Have students read the sentences to prepare them for the listening. This will help them know what to listen for. **5-Pronunciation** Write the words teach and teaches on the board. Then write them again like this: teach, tea–ches. Show students that adding -es adds another syllable. Write speaks on the board and say the word. Ask: How many syllables are there in speaks? (one) **6-Conversation** Have students look at the photos. Ask: What are the students in the pictures doing? (playing football, hanging out, doing an experiment) Ask: Do you do any of these activities at school or after school? **7-About You** Arrange students in small groups to discuss the questions		Use nonlinear information and key words. Write the new words in your notebooks Assign pages for practice with the simple present tense.
Previous experience			
Use nonlinear information and key words.			

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	2	Lesson	2d- What's School Like?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions
• School Clubs. • Write about your School Clubs. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	8- Reading Before Reading To prepare students for the reading, ask the Before Reading question: What clubs does your school have? Elicit the names of clubs and write them on the board. Focus students' attention on the title and subtitles in the article. Ask: What clubs will you read about? Students should answer with the clubs listed in the reading After Reading Have students work individually to write the clubs. a Check answers by asking volunteers to read the activities and the names of the clubs aloud.		Use nonlinear information and key words. Write the new words in your notebooks Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Previous experience			
Use nonlinear information and key words.			

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	2	Lesson	2e- What's School Like?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period / Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions
• Write a description of a person you know. • Make an advertisement for a school club (Project) . • Ask and answer with why / because. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	9- Writing Read the directions. Then have students write notes in the chart about themselves. Writing Corner Go over the information and have students read aloud the examples. 10- Project As a class, brainstorm some clubs that schools can have in addition to the ones in the article. Write them on the board. 11- Form, Meaning and Function Intensifiers Read the explanation about intensifiers with the class. Explain that intensifiers are adverbs that emphasize adjectives (and other adverbs). Have students read aloud the examples. Adjectives with -ed Focus students' attention on the pictures. Explain that adjectives with -ed often describe how a person feels or reacts to something. Explain the meaning of any new vocabulary, if necessary.		Use nonlinear information and key words. Write the new words in your notebooks Assign for an additional reading, and writing practice
Previous experience			
Use nonlinear information and key words.			

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	3	Lesson	3a- What Time Do You Get Up?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯Visual presentation ◯ Smart board ◯Electronic slides ◯Activity sheets ◯Activity book ◯Practical experiments ◯Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Describe daily activities and routines. • Express time. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Say five sentences that describe everyday activities. For example: I get up at six o'clock every day. I eat breakfast at seven. I go to school at eight. I go home at four. I go to bed at ten. Act out the sentences as you say them. Then say the sentences in random order. Have students say the time. **2-Pair Work** Put students in pairs to practice conversations A and B. They should take turns asking and answering, and should repeat each conversation several times. For conversation A, they substitute different people and activities from the pictures. For conversation B, they substitute real information about their activities and what time they do them.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign for an additional reading, and writing practice
Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook	
Home works	Answer the lesson questions and accompanying activities	Targeted Skills		
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking		

Unit	3	Lesson	3b- What Time Do You Get Up?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period / Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Adverbs of frequency: always, usually, sometimes, never. • Time expressions: before, after, then, every day. • Prepositions: at, in, on in time expressions. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	3-Grammar Adverbs of Frequency: always, usually, sometimes, never Focus students' attention on the diagram for the frequency adverbs. Point out the position of the frequency adverb in the example question and answer. (It goes before the verb.) Time Expressions: before, after, then, every day Check that students understand the meaning of before and after. Ask: What do you usually do before this class? What do you usually do after this class? Point out that the word Then indicates that one event comes after another: First he gets up. Then he eats breakfast. Then is often the first word in a new sentence. Prepositions: at, in, on in Time Expressions Have students look at the chart. Point out that we use at (NOT at the) with times and in the with the words morning, afternoon, and evening. However, we say at night (NOT in the night).	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	practice listening for specific information and following directions

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	3	Lesson	3c- What Time Do You Get Up?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen for specific details about daily activities. • Linking—Does he and Does she • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph	**4-Listening** Ask a volunteer to read the directions aloud. Give students a minute to read the sentences silently. Explain that a typical day refers to the activities someone usually does every day. **5-Pronunciation** Play the audio for students to listen, and then play it again for them to repeat or speak along with the recording. **6-Conversation** Have students look at the photo. Ask: Who are the people? (They're friends.) What are they doing)?talking, meeting in the street, driving) a Elicit ideas about what time of day it is and where the boys are going. **7-About You** arrange students in small groups to ask and answer the questions. Assign one student the role of leader. That student should make sure that everyone in the group gets a chance to ask and answer questions.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign pages 10 –11 for practice with the simple present tense.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	3	Lesson	3d- What Time Do You Get Up?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Schooldays: School Around the World. • Write about your Schooldays. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	8- Reading Before Reading Discuss the Before Reading questions. If your school has a newspaper or web page, ask what kind of articles and information it contains. a Focus students' attention on the titles and subtitles. Ask: What countries are you going to read about? (Saudi Arabia and Ecuador) Play the audio twice. The first time, students listen with their books closed. Then they open their books and follow along with the text. After Reading Have students work individually to underline activities in the two paragraphs that are different from their school. a Put students in pairs to compare answers. Then have pairs report the differences to the class. Finally, ask: What things are the same?	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	3	Lesson	3e- What Time Do You Get Up?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write an email about a typical day at school • Write about school routines around the world (Project) . • Simple present versus present progressive • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**9- Writing** Ask students if they have a pen pal. Explain that a pen pal is a friend with whom you exchange letters or emails. This friend usually lives in another city or country. **Writing Corner** Go over the information and have students read aloud the examples. **10- Project** Brainstorm ways that students can research school routines in other countries. In addition to the Internet, students might have friends or family who live in other countries, or have pen pals in other countries. **11- Form, Meaning and Function** **Simple Present versus Present Progressive** Present to the class when the simple present and the present progressive are used. Point out that the progressive is used mainly for two reasons— to express that something is happening right now, or that something happening now is temporary.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign for an additional reading, and writing practice.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	4	Lesson	4a-What Can You Do There?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯Visual presentation ◯ Smart board ◯Electronic slides ◯Activity sheets ◯Activity book ◯Practical experiments ◯Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Talk about places and activities. • Express ability. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** With books closed, tell students that they are going to hear about places in a town and what people can do there. Ask: What can people do at the mall? Elicit answers and write them on the board. For example: shop, meet friends, go to a restaurant, buy a smartphone, etc. If students don't know a word in English, they should ask: How do you say _____ in English? **2-Pair Work** Focus students' attention on the conversations in A and B. Explain quickly that we make questions with can by putting can at the start of the sentence. Point out the short answers Yes, you can and No, you can't. Students will see a complete explanation with more practice in the Grammar on page 28.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign for an additional reading, and writing practice.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	4	Lesson	4b-What Can You Do There?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯Visual presentation ◯ Smart board ◯Electronic slides ◯Activity sheets ◯Activity book ◯Practical experiments ◯Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Modal: can / can't. • Verb: like + infinitive. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**3-Grammar** **Modal: can** Read the explanations of can for ability and possibility with the class. Write a sentence on the board about something you can do. For example: I can use a laptop. Explain that this means that you have the ability to use a laptop. Then write: I can't use my laptop today. The screen is damaged. Explain that this means that it isn't possible to use your laptop today because it doesn't have a screen and you can't see anything. **Verb: like + Infinitive** Have students look at the charts with the forms of like +to + verb. Point out that the forms for sentences, questions, and answers are the same as those they have already studied. The only difference is the use of the verb with to. (See the definition of an infinitive in the FYI box.)	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Practice listening for specific information and following directions.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	4	Lesson	4c-What Can You Do There?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯Visual presentation ◯ Smart board ◯Electronic slides ◯Activity sheets ◯Activity book ◯Practical experiments ◯Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen for specific information from a radio ad. • Can and can't • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**4-Listening** Ask a volunteer to read the directions aloud. Give students a minute to read the sentences silently. **5-Pronunciation** Point out the difference in the vowel sounds of can and can't. In questions and affirmative sentences can has a reduced vowel sound (/cən/) because it is unstressed. The negative can't is pronounced /cænt./ In short answers, can is pronounced /cæn/. **6-Conversation** Have students look at the photos. Ask: What sport are they talking about? (tennis) Ask: What do Ali and Imad want to do? (play a tennis match) Do they want to play on a weekday? **7-About You** Use the questions to have a discussion about sports and games with the whole class. Have students ask the questions, calling on classmates to answer. Encourage students to give additional information when they answer	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign pages 14–15 for practice with the simple present tense.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	4	Lesson	4d-What Can You Do There?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯Visual presentation ◯ Smart board ◯Electronic slides ◯Activity sheets ◯Activity book ◯Practical experiments ◯Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Beachside Resort. • Write about Beachside Resort. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	8- Reading Before Reading With books closed, tell students they are going to read a website about a place called Beachside Resort. Then have each student write one or two questions they would like to ask about the resort Ask: Did the website answer your questions? Elicit answers from several students and discuss. After Reading Have students work individually to circle the things they can do at the Beachside Resort.n a Check answers by asking volunteers to read the activities they circled and tell where they found the information on the website. a Give students an opportunity to ask about new words on the website. If possible, help them guess the meaning of the words from context.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	4	Lesson	4e-What Can You Do There?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯Visual presentation ◯ Smart board ◯Electronic slides ◯Activity sheets ◯Activity book ◯Practical experiments ◯Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write a postcard from a resort in your country. • Design a brochure for a vacation resort (Project). • Gerunds and infinitives after verbs. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**9- Writing** Have volunteers read parts of the postcard aloud. Go over any new vocabulary. Ask students if they, or someone they know, have ever tried any of the activities mentioned in the postcard. Have them share their experience with the class. **10- Project** Have students work in groups to make a brochure for a vacation resort, either real or imaginary. They can use the Reading as a model of the type of information to include. **11- Form, Meaning and Function** Gerunds after Verbs Have students read the explanation and the examples at the top of the chart. Introduce the list of verbs that are often followed by a gerund and go over the meaning of any verbs that may be new. Infinitives after Verbs Explain that infinitives can also be used as nouns. Have students read the explanation and examples in the chart.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign for an additional reading, and writing practice.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	5	Lesson	5a- What Are You Going To Wear There?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Talk about clothing and colors. • Express future plans. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** With books closed, tell students that they are going to hear words for different kinds of clothing. Ask: What words do you think you will hear? Elicit responses and write the words on the board. Play the audio for the clothing items. Students listen and point to each item of clothing as they hear the word. **2-Pair Work** Focus students' attention on the conversations. Explain briefly that we use be + going to + verb to talk about future plans. Play the audio for the four Pair Work conversations. Have students repeat or speak along with the recording.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign for an additional reading, and writing practice.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	5	Lesson	5b- What Are You Going To Wear There?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Future: be + going to. • Time expressions for the future: tomorrow, next week, next month, on Tuesday morning, etc. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	3-Grammar Future: be + going to Ask a few students to tell the class something that they are going to do tomorrow and something they aren't going to do. After a few students have given examples, ask questions about what they said and have students answer with short answers. For example: Is Amal going to go shopping tomorrow? (Yes, she is.) Is she going to buy shoes? (No, she isn't.) Time Expressions for the Future: tomorrow, next week, next month Read the time expressions and the examples with the class. Point out that we don't use the before the word next when saying next week or next month. a Tell students about things you are going to do next week and next month.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	5	Lesson	5c- What Are You Going To Wear There?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen for specific details about clothing and colors. • Going to. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**4-Listening** ell students that they're going to listen to two people talking about buying clothes. **5-Pronunciation** Play the audio twice for students to listen. Play the audio again for students to repeat or speak along with the recording. **6-Conversation** Have students look at the picture. Ask students to describe the picture and elicit ideas about what activities people can do there. Have students say what kind of clothes people wear there when they go out. Call on different students to report their ideas in class. Write their ideas on the board. **7-About You** Arrange students in small groups to discuss the questions. Assign one student the role of leader. It's that student's job to make sure that everyone gets a chance to ask and answer questions. The leader should also make sure that the group is only speaking in English.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign for practice with the simple present tense.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	5	Lesson	5d- What Are You Going To Wear There?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• The Iguassu Falls. • Write about The Iguassu Falls • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**8- Reading** **Before Reading** Have students look at the title and the photos. Ask: What is the reading about? (waterfalls) Ask for more details. For example, have them look at the picture at the bottom right. Ask: Where are the people? (On a bridge over the waterfalls.) What are they doing there? (They're visiting/watching the waterfalls.) What are they wearing? Why? (They're wearing waterproof jackets/raincoats/coats with hoods to keep dry and rubber boots/waterproof shoes.) What is the reading going to say about this? Elicit possible answers to this question but don't confirm or deny answers at this point. **After Reading** Have students work in pairs or individually to read the questions and answer them. As they work, tell them to underline the sentences in the reading that give them the answers.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
			Structural Ques.	Write the new words in your notebooks
Previous experience			Final Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.				

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	5	Lesson	5e- What Are You Going To Wear There?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write a description of people's clothing. • Do a class survey on shopping advice (Project). • The Future with the Present Progressive. • Time Expressions for the Future. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	9- Writing Go over the directions and model the example with a student. Ask the questions and have the student answer Writing Corner Go over the order of adjectives with the class. Have volunteers read the example sentences. 10- Project Have students work in groups to discuss where they get their shopping advice. Who or what helps them decide what clothes to buy? 11- Form, Meaning and Function The Future with the Present Progressive Have students say three definite plans they have for some time in the future. For example: after class, tomorrow, and on the weekend. Time Expressions for the Future Explain that when we use the present progressive to express definite arrangements in the future, we usually use future time expressions.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
			Structural Ques.	Write the new words in your notebooks
Previous experience			Final Ques.	Assign for an additional reading, and writing practice
Use nonlinear information and key words.				

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	6	Lesson	6a- Let's Celebrate	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Talk about national holidays and celebrations. • Express wants and needs. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Give students a minute or two to look at the pictures and text on this page. Ask: How do you celebrate National Day in your country / family? a Introduce a few of the new words. Explain that in a parade, people dress up in special costumes or uniforms and march down the street. On National Day, people often celebrate in the streets, send special cards, or attend performances and presentations. Ask students if they do any of these things in their country. **2-Pair Work** Ask: What is the national holiday in your country? What do you do on this day? Remind students that they saw the expression national anthem in Unit 3. When people show the flag, this is often referred to as flying the flag.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign for an additional reading, and writing practice

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	6	Lesson	6a- Let's Celebrate	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Talk about national holidays and celebrations. • Express wants and needs. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**1-Listen and Discuss** Give students a minute or two to look at the pictures and text on this page. Ask: How do you celebrate National Day in your country / family? a Introduce a few of the new words. Explain that in a parade, people dress up in special costumes or uniforms and march down the street. On National Day, people often celebrate in the streets, send special cards, or attend performances and presentations. Ask students if they do any of these things in their country. **2-Pair Work** Ask: What is the national holiday in your country? What do you do on this day? Remind students that they saw the expression national anthem in Unit 3. When people show the flag, this is often referred to as flying the flag.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign for an additional reading, and writing practice

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	6	Lesson	6b- Let's Celebrate	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Object pronouns. • Need / want / like + infinitive. • Let's + verb. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	3-Grammar Object Pronouns Explain that object pronouns are usually used after verbs or prepositions. Write the subject pronouns I, you, she, he, we, they on the board. Then have students look at the chart and tell you the object pronoun for each. Need / Want / Like + Infinitive Remind students that they studied sentences with like + infinitive in Unit 4. Now they are going to practice two more verbs that are often followed by an infinitive—need and want Let's + Verb Ask a volunteer to read the explanation and examples in the chart. Ask students: What do you want to do now? Elicit	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	6	Lesson	6c- Let's Celebrate	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen for specific details from invitations. • Nonstressed object • Pronouns. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**4-Listening** Tell students they're going to listen to answering machine messages about invitations. Have them read the chart to see what they need to listen for. **5-Pronunciation** Play the audio twice for students to listen. Play the audio again for students to repeat or speak along with the recording. **6-Conversation** Have students scan the picture and the conversation. Ask: Where are the people? (They're at a restaurant/ pizza parlor.) What are they talking about? (a graduation party) **7-About You** Put students in small groups to discuss the questions. Assign one student the role of leader. It's that student's job to make sure that everyone gets a chance to ask and answer questions. The leader should also make sure that the group only talks in English.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign for practice with the simple present tense.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	6	Lesson	6d- Let's Celebrate	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Eid Celebrations. • Write about Eid Celebrations. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	8- Reading Before Reading With the students' books closed, ask the Before Reading question. Write their ideas on the board. Have students count off around the classroom with the numbers 1, 2, and 3. (Each student is a 1, a 2, or a (.3Tell all the 1's that they will read the first paragraph of the reading. The 2's will read the second paragraph, and the 3's will read the third paragraph. Give students time to read their paragraphs silently. (Tell them not to read the other paragraphs.) After Reading Students work individually to read the sentences and write yes or no. Tell them to underline the sentences that give them the answers.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	6	Lesson	6e- Let's Celebrate	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period / Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write about a holiday. • celebration in your country. • Present a celebration in another country (Project) . • Must / Mustn't and Should / Shouldn't. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	**9- Writing** Have students work with a partner to complete the activity. Ask students which words they found and elicit a definition for each word as a review of vocabulary. **10- Project** Have students create individual reports and presentations. Before they begin, discuss ways they can find information. For example, they can talk to someone from another country, look at books, or use the Internet. **11- Form, Meaning and Function** **Must / Mustn't and Should / Shouldn't** Explain that both must and should are modal auxiliaries. The form is the same for all persons (I, you, he, she, it, we, they, etc.). After the modal we use the main verb in its base form (without to). Must expresses obligation, or something that is necessary and very important to do. There is no choice. Must not (or mustn't) means that something is prohibited; it is not allowed. There is no choice.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign for an additional reading, and writing practice

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	7	Lesson	7a- Then and Now	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Talk about the past. • Describe places and people in the past. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph	**1-Listen and Discuss** Have students look quickly at the pictures on page 56. Elicit the names of the cities from the students and write them on the board. Point to the names on the board and ask: Which of these places do you know well? What do you know about them? With books closed, have students say what they know about each city. Write their ideas under each city on the board. **2-Pair Work** Explain briefly that was and were are the past forms of be. There will be more information and practice with past forms on the Grammar page. Model the first conversation with a volunteer. Use different information from the text. For example: You: What was the area of old Riyadh? Student: It was about one square kilometer.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign page 27 for practice with vocabulary for jobs and job activities.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

<table>
<tr><td>Unit</td><td>7</td><td>Lesson</td><td>7b- Then and Now</td><td>Day</td><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td></tr>
<tr><td>Introduction</td><td colspan="3">I check the homework of the previous lesson and revise the previous lesson.</td><td>Date</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Teaching aids</td><td colspan="3" rowspan="2">◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork</td><td>Period</td><td></td><td></td><td></td><td></td><td></td></tr>
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</table>

<table>
<tr><td>Objectives</td><td>Procedure</td><td>Enrichment activity</td><td colspan="2">Questions</td></tr>
<tr><td rowspan="3">• Simple Past Tense: be.
• To be born.
• Improve reading skills.
• Improve writing skills.
• Enable the pupils to illustrate information from a paragraph.

Previous experience

Use nonlinear information and key words.</td><td rowspan="3">3-Grammar
Simple Past Tense: be
Give students a minute to study the chart. Have students compare these forms with the simple present tense of be. Point out that questions are formed in the same way, by moving the verb to the front of the sentence. Draw students' attention to the FYI box with the contractions wasn't and weren't. Model the pronunciation of these words and have students repeat after you.
To be born
Ask two volunteers to read the example conversations.
Point out the third person forms: Where was he/she born?</td><td rowspan="3">Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</td><td>Tribal Ques.</td><td>Use nonlinear information and key words.</td></tr>
<tr><td>Structural Ques.</td><td>Write the new words in your notebooks</td></tr>
<tr><td>Final Ques.</td><td>Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.</td></tr>
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<tr><td>Enriching information</td><td>Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson</td><td>Interactive link</td><td>Interactive links to textbook</td></tr>
<tr><td>Home works</td><td>Answer the lesson questions and accompanying activities</td><td colspan="2">Targeted Skills</td></tr>
<tr><td>Activities of Enjaz File</td><td>Completing The Enjaz Bag</td><td colspan="2">◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking</td></tr>
</table>

Unit	7	Lesson	7c- Then and Now	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen for specific details from a biography. • Was and were. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph	**4-Listening** Tell students they're going to listen to a description of the life of Majed Ahmed Abdullah. Elicit any information students may already know about him and write notes on the board. **5-Pronunciation** play the audio twice for students to listen. Play it a third time for students to repeat or speak along with the recording. Point out that the final sound in was is /z/, not /s/. **6-Conversation** Have students look at the picture. What do they think the relationship is between these two people? Ask: Are they friends? Co-workers? Are they meeting for the first time? **7-About You** Have students ask and answer the questions in pairs. Encourage them to discuss each question further and exchange as much information as they can.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign for practice with the simple present tense.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	7	Lesson	7d- Then and Now	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• A Real Giant. • Write about Real Giant. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	8- Reading Before Reading Have students cover the text and look at the picture. Ask the Before Reading questions. While Reading Explain to students that a biography of a person's life is usually ordered by time. Write these events from Yao Ming's life on the board. Have students copy the list in their notebooks. As they read and listen, they number the events in the correct order. After Reading Have students work in small groups to ask and answer the questions. Check answers by calling on volunteers. Have them read the sentences where they found the answers.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
			Structural Ques.	Write the new words in your notebooks
Previous experience			Final Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.
Use nonlinear information and key words.				

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

<table>
<tr><td>Unit</td><td>7</td><td>Lesson</td><td>7e- Then and Now</td><td>Day</td><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td></tr>
<tr><td>Introduction</td><td colspan="3">I check the homework of the previous lesson and revise the previous lesson.</td><td>Date</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Teaching aids</td><td colspan="3" rowspan="2">◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork</td><td>Period</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Class</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Active learning strategy</td><td colspan="9">◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...</td></tr>
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<table>
<tr><th>Objectives</th><th>Procedure</th><th>Enrichment activity</th><th colspan="2">Questions</th></tr>
<tr><td rowspan="3">• Write about a celebrity.
• Write an interview with a famous person (Project).
• There Was / There Were.
• Improve reading skills.
• Improve writing skills.
Enable the pupils to illustrate information from a paragraph.

Previous experience
Use nonlinear information and key words.</td><td rowspan="3">9- Writing
Go over the directions and model the example with a student. Ask the questions and have the student answer
Writing Corner
Go over the order of adjectives with the class. Have volunteers read the example sentences.
10- Project
Brainstorm with students where they can find out information about the famous person they've chosen.
11- Form, Meaning and Function
There Was / There Were
Have volunteers read aloud the four sentences in the chart. Ask: Do there was and there were refer to now or the past? (the past).
Ask: What is the difference between there was and there were? (There was/wasn't is used with singular nouns and noncount nouns. There were/weren't is used with plural nouns.)</td><td rowspan="3">Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</td><td>Tribal Ques.</td><td>Use nonlinear information and key words.</td></tr>
<tr><td>Structural Ques.</td><td>Write the new words in your notebooks</td></tr>
<tr><td>Final Ques.</td><td>Assign for an additional reading, and writing practice.</td></tr>
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<tr><td>Enriching information</td><td>Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson</td><td>Interactive link</td><td>Interactive links to textbook</td></tr>
<tr><td>Home works</td><td>Answer the lesson questions and accompanying activities</td><td colspan="2">Targeted Skills</td></tr>
<tr><td>Activities of Enjaz File</td><td>Completing The Enjaz Bag</td><td colspan="2">◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking</td></tr>
</table>

Unit	8	Lesson	8a- What Did You Do Last Week?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period / Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Talk about past activities. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. **Previous experience** Use nonlinear information and key words.	**1-Listen and Discuss** Give students a minute or two to look at the pictures and text on pages 64 and 65. Ask: What places and activities do you see in the pictures? Elicit answers from several volunteers. (a car race, a beach, watching TV, visiting a museum, taking photos, a closet, a ball, a book / reading, playing video games, parrots / visiting the zoo, a cell phone / speaking with friends, playing football, beach volleyball) **2-Pair Work** Focus students' attention on the conversations in A. Explain that Did is the auxiliary or helping verb we use for questions and negatives in the past. There will be more information about and practice with past forms on the Grammar page.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
			Structural Ques.	Write the new words in your notebooks
			Final Ques.	Assign page 31 for practice with vocabulary for jobs and job activities.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

<table>
<tr><td>Unit</td><td>8</td><td>Lesson</td><td colspan="2">8a- What Did You Do Last Week?</td><td>Day</td><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td></tr>
<tr><td>Introduction</td><td colspan="4">I check the homework of the previous lesson and revise the previous lesson.</td><td>Date</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">Teaching aids</td><td colspan="4" rowspan="2">◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork</td><td>Period</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Class</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Active learning strategy</td><td colspan="10">◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...</td></tr>
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<table>
<tr><td>Objectives</td><td>Procedure</td><td>Enrichment activity</td><td colspan="2">Questions</td></tr>
<tr><td rowspan="3">• Talk about past activities.
• Improve reading skills.
• Improve writing skills.
• Enable the pupils to illustrate information from a paragraph.</td><td rowspan="5">1-Listen and Discuss
Give students a minute or two to look at the pictures and text on pages 64 and 65. Ask: What places and activities do you see in the pictures? Elicit answers from several volunteers. (a car race, a beach, watching TV, visiting a museum, taking photos, a closet, a ball, a book / reading, playing video games, parrots / visiting the zoo, a cell phone / speaking with friends, playing football, beach volleyball)
2-Pair Work
Focus students' attention on the conversations in A.
Explain that Did is the auxiliary or helping verb we use for questions and negatives in the past. There will be more information about and practice with past forms on the Grammar page.</td><td rowspan="5">Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</td><td>Tribal Ques.</td><td>Use nonlinear information and key words.</td></tr>
<tr><td>Structural Ques.</td><td>Write the new words in your notebooks</td></tr>
<tr><td rowspan="3">Final Ques.</td><td rowspan="3">Assign page 31 for practice with vocabulary for jobs and job activities.</td></tr>
<tr><td>Previous experience</td></tr>
<tr><td>Use nonlinear information and key words.</td></tr>
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<tr><td>Home works</td><td>Answer the lesson questions and accompanying activities</td><td colspan="2">Targeted Skills</td></tr>
<tr><td>Activities of Enjaz File</td><td>Completing The Enjaz Bag</td><td colspan="2">◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking</td></tr>
</table>

Unit	8	Lesson	8b- What Did You Do Last Week?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Simple Past Tense. • Regular& Irregular Past Tense Verbs. • Time Expressions for the Past: yesterday, last night, last week, last month • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	3-Grammar Simple Past Tense Give students a minute to study the chart. Ask: Do we use do and does for past tense questions and answers? (No, we use did.) What form of the verb do we use after did or didn't—work or worked? (work(Point out that in the past tense we use the same form of the verb for all persons. Regular& Irregular Past Tense Verbs Read the rules for forming the past tense of regular verbs with the class. Ask students where they have seen the rule about words ending in consonant + y before. Elicit that it's the same as the rule for adding s in the third person singular for the simple present. For Time Expressions for the Past: yesterday, last night, last week, last month Remind students that expressions with the word last, such as last month and last week, do not use the word the.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

Unit	8	Lesson	8c- What Did You Do Last Week?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Listen for specific details about a past event. • Past tense endings—/t/, /d/, /ɪd/ • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph.	**4-Listening** Tell students they're going to listen to two friends talking about an outing. Have students read the questions before listening. **5-Pronunciation** play the audio twice for students to listen. Play it a third time for students to repeat or speak along with the recording. **6-Conversation** Ask students to look at the pictures, but not read the conversation. Ask: What kind of food is in the picture? (Indian) What do you know about Indian food? Elicit that Indian food is sometimes hot or spicy. Write the word spicy on the board. Ask: What do you think the boys are talking about? Don't confirm or deny answers at this time. **7-About You** Put students in pairs to ask and answer the questions. Have each pair make a chart with the numbers of the questions. They should put a tick for questions they were able to answer and an "x" for those they can't remember.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
			Structural Ques.	Write the new words in your notebooks
Previous experience Use nonlinear information and key words.			Final Ques.	Assign for practice with the simple present tense.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	

<table>
<tr><td>Unit</td><td>8</td><td>Lesson</td><td>8d- What Did You Do Last Week?</td><td>Day</td><td>Su</td><td>Mo</td><td>Tu</td><td>We</td><td>Th</td></tr>
<tr><td>Introduction</td><td colspan="3">I check the homework of the previous lesson and revise the previous lesson.</td><td>Date</td><td></td><td></td><td></td><td></td><td></td></tr>
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<table>
<tr><td>Objectives</td><td>Procedure</td><td>Enrichment activity</td><td colspan="2">Questions</td></tr>
<tr><td rowspan="3">• Favorite Foods—Around the World.
• Write about Favorite Foods.
• Improve reading skills.
• Improve writing skills.
• Enable the pupils to illustrate information from a paragraph.

Previous experience

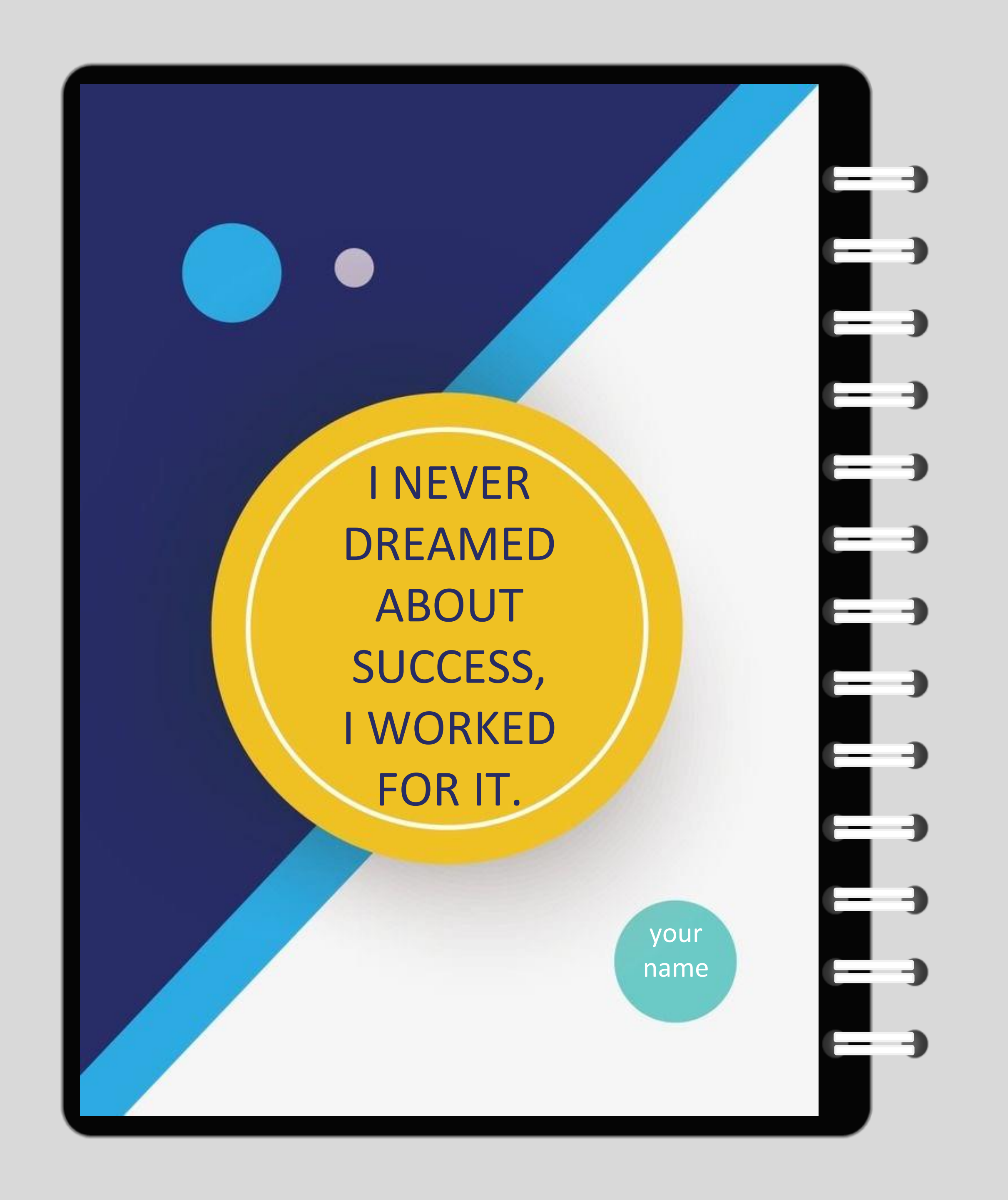
Use nonlinear information and key words.</td><td rowspan="3">8- Reading
Before Reading
Have students cover the text and look at the picture.
Ask the Before Reading questions.
While Reading
Ask students to scan for the answers to these questions. Ask the question and tell students to raise
their hands as soon as they find the answer. When
three or four students have raised their hands, call on
the first student to answer.
1- What's a favorite snack in the U.S.? (chocolate
chip cookies .(Where did pizza become famous? (Naples, Italy(
3. How old is pizza? (over one hundred years old)
After Reading
Give students a minute to look at the questions.
Explain that they can find the answers by scanning the article for key words in the question.</td><td rowspan="3">Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</td><td>Tribal Ques.</td><td>Use nonlinear information and key words.</td></tr>
<tr><td>Structural Ques.</td><td>Write the new words in your notebooks</td></tr>
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<tr><td>Home works</td><td>Answer the lesson questions and accompanying activities</td><td colspan="2">Targeted Skills</td></tr>
<tr><td>Activities of Enjaz File</td><td>Completing The Enjaz Bag</td><td colspan="2">◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking</td></tr>
</table>

Unit	8	Lesson	8e- What Did You Do Last Week?	Day	Su	Mo	Tu	We	Th
Introduction	I check the homework of the previous lesson and revise the previous lesson.			Date					
Teaching aids	◯ Visual presentation ◯ Smart board ◯ Electronic slides ◯ Activity sheets ◯ Activity book ◯ Practical experiments ◯ Paper and cork			Period					
				Class					
Active learning strategy	◯ Sorting concepts ◯ Ice cream sticks ◯ Cross-training ◯ Six hats ◯ Competitions ◯ Card questions ◯ Think-Marriage-Share ◯ Chopper cards ◯ Numbered heads ◯ Other ...								

Objectives	Procedure	Enrichment activity	Questions	
• Write a recipe for your favorite food. • Present a regional dish in your country (Project) • Simple Present versus Simple Past. • Improve reading skills. • Improve writing skills. Enable the pupils to illustrate information from a paragraph.	9- Writing Go over the directions and model the example with a student. Ask the questions and have the student answer Writing Corner Go over the order of adjectives with the class. Have volunteers read the example sentences. 10- Project ave students work in pairs to prepare their presentation. First, they should research regional dishes and choose one to focus on. They should try to find out: How was the dish created? Where was it was first prepared? What are the ingredients? Where is it served today? 11- Form, Meaning and Function Simple Present versus Simple Past Review the simple present with the class. Explain that we use the simple present to talk about things that are true in general, or actions that are permanent such as habits and routines. Adverbs and expressions of frequency are often used with the simple present.	Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	Tribal Ques.	Use nonlinear information and key words.
Previous experience			Structural Ques.	Write the new words in your notebooks
Use nonlinear information and key words.			Final Ques.	Assign for an additional reading, and writing practice.

Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson	Interactive link	Interactive links to textbook
Home works	Answer the lesson questions and accompanying activities	Targeted Skills	
Activities of Enjaz File	Completing The Enjaz Bag	◯ listening ◯ Speaking ◯ Reading ◯ Writing ◯ Thinking	


I NEVER DREAMED ABOUT SUCCESS, I WORKED FOR IT.
your name